

AN INVESTIGATION INTO THE AWARENESS AND USAGE OF E-
RESOURCES BY THE UNIVERSITY OF NAMIBIA STUDENTS: A CASE
STUDY OF OGONGO CAMPUS

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WILKA NANDJAMBI UUKONGO

200950509

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MAIN SUPERVISOR: DR C.M BEUKES-AMISS (UNIVERSITY OF NAMIBIA)

CO-SUPERVISOR(S): MR. WILHELM UUTONI (UNIVERSITY OF NAMIBIA)

Abstract

The aim of this study was to examine the awareness and use of e-resources by the students at the University of Namibia (UNAM) in the library of the Ogongo Campus. The research was conducted as a qualitative phenomenological case study following an interpretive research paradigm. The objectives of the study were: to determine awareness of e-resources among UNAM students at Ogongo Campus; identify the types of e-resources available on UNAM's Ogongo Campus; to determine the level of usage of e-resources among UNAM students at Ogongo Campus; identify the purpose and reasons for using e-resources and identify student difficulties in using e-resources. Data for the study were collected from 20 students and two librarians. Both cluster and targeted sampling were used to select the 22 participants who participated in the study. The study used focus group discussions, observation, and semi-structured interviews as data collection methods. All proposed ethical considerations were applied to data collection and processing. The data were analysed using thematic content analysis; therefore, they were presented according to themes and sub-themes arising from the data. The results of the study showed that some students are not aware of the e-resources available in the campus library. Some e-resources such as CDs, videos, AGORA, HINARI, EBSHOST and Google Scholar, which are believed to be helpful for students, are available. The frequency of use of e-resources is more strongly influenced by the e-resources known to the students. Most e-resources are aimed at conducting scientific studies. The study also pointed to challenges such as lack of computers, subscription to an abstract database only, slow internet and lack of awareness that e-resource use as being widespread. The study recommends library awareness campaigns and student orientation courses that include a skills training component. It is recommended that libraries provide enough computers, and libraries should educate students more on the benefits of e-resources.

KEYWORDS: e-resources, awareness, usage, library

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List of abbreviations and acronyms

AGORA	ACCESS to online Global Research in Agriculture
CES	Centre for External Studies
FGD	Focus Group Discussions
ICT	Information and Communication Technology
INASP	International Network for the Availability of Scientific Publications
LIS	Library Information Science
OPAC	Online Public Access Catalog
PEOU	Perceived Ease Of Use
TAM	Technology Acceptance Model
TEEAL	The Essential Electronic Agricultural Library
UNAM	University of Namibia

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Dedication

I dedicate this work to my mother Selma Nangula Iipinga and my grandmother Ruusa Sefanus-Shooya who have always loved me unconditionally and whose good examples have taught me to work hard for the things I want to achieve.

Declarations

I, Wilka Nandjambi Uukongo, hereby declare that this study is my own work and is a true reflection of my research and that this work, or any part thereof has not been submitted for a degree at any other institution.

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Signature..........

Date.....October 2023.....

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The chapter is an introduction to the study investigating the awareness and use of e-resources by the University of Namibia (UNAM) students. It is a case study of the Ogongo Campus in the Omusati Region of Namibia. This chapter presents the background of the study; the problem statement; objectives of the study; significance of the study; limitations of the study and delimitation of the study. The chapter also includes definitions of key terms used in the study and an overview of all chapters of the work.

1.2 Background of the study

Libraries and information services are shifting to digital services due to technological growth. Hence, the role of librarians has shifted from experts in hard copy information to agents in soft copy information (Ayo-Olafare, 2020). E-resources, accessible via computers and smartphones, are gradually replacing the tradition of stacking large amounts of books on library shelves. It appears that libraries around the world are now serving students through the use of web technology. Libraries were once considered crucial sources of information and resources for individuals searching for data relevant to any purpose (Ayo-Olafare, 2020).

Libraries around the world offer a variety of e-resources for use by students, researchers, and staff at their respective institutions. These e-resources are an essential part of university libraries' information services. According to Abinew and Vuda

(2013), the digital age is now dominated by electronic information due to the spread of information and communication technologies (ICT). This development has resulted in many academic libraries around the world moving from purely providing printed information to digitally oriented information. Physical sources of information have partially been replaced by electronic resources. It is widely believed that these trends are the driving forces behind increasing global dissemination and access to information in libraries (Abinew & Vuda, 2013). As a result, users do not necessarily have to go to a library physically but can access these e-resources in electronic form via online databases such as Emerald, EBSCOHOST, Science Direct, Online Public Access Catalog (OPAC) and e-journals (Sharma, 2009). Academic libraries seem to support the acquisition of e-resources to facilitate access to information and to shape the teaching and learning process in academic settings (Hamutumwa, 2014; Mbatha & Naidoo, 2010; Mulla, 2011). Magaji (2015) also advocates a shift from the traditional library to the digital library. In addition, reference has been made to librarians and users who are students or other researchers. Traditional libraries are said to take up a lot of space; many regular shipments of books and other resources; workers; more manual operations and administration that had fewer electronic aspects (Magaji, 2015). Furthermore, the same author advocated the digital library noting that it is (a) technologically advanced and takes up less space; (b) books can be accessed anywhere as long as there is electricity and an internet connection; (c) digital library services are provided by computers and therefore require fewer staff. With such a plethora of benefits, the world saw the approach of digital libraries without notice. At the moment, we have traditional and virtual/digital libraries that are computer and technology driven (Hikwa, 2010).

The evolutionary history of digital library information science (LIS) worldwide is better understood by looking at the education of librarians trained in digital LIS. According to Magaji (2015), very few institutions worldwide train students in digital LIS. This trend is affecting the number of e-library services worldwide. Digital growth has been very slow in India, Indonesia, China, Hong Kong and Taiwan. In countries like the US, UK and Canada, more students are now enrolled in digital library training. More students are now using digital libraries (Magaji, 2015). In Africa, Hikwa (2010) reported that training in digital libraries was slower in Zimbabwe than in South Africa, Botswana, and Zambia. In Africa, the use of the digital library has been hampered by the slow growth rate of ICT infrastructure. Okello-Obura and Kigongo-Bukariya (2010) reported that the growth of digital libraries in Uganda has been hampered by a shortage of teachers and slow internet connection. The report by Okello-Obura and Kigongo-Bukariya (2010) emphasises the need to train users of digital libraries. Digital library users need the expertise to find and access digital library resources.

In the Namibian context, Hamutumwa (2014) and Ndinoshisho (2010) highlighted that distance learning students affiliated with UNAM's Center for External Studies (CES) libraries and nursing students studying at the Oshakati Campus demonstrated awareness of e-resources. Hamutumwa's (2014) study also found that students lacked computer literacy, search skills and training in using ICT and e-resources. On the contrary, from an African perspective, Kwadzo (2015) conducted a study on the awareness and use of e-databases by graduates of Geography and Resource Development Information Studies at the University of Ghana and claims that the students were aware of the subscribed resources. Therefore, the current study had to examine whether this was the case for students from Ogongo Campus. Mathew and

Sornam (2007) found that the benefits of using e-resources include ease of access, accessibility from different places, user-friendliness, and the ability to meet user expectations. Regardless of the perceived benefits, the lack of constant, stable internet access, inconsistencies in electronic delivery and a lack of awareness appear to hamper the use of electronic resources (Ansari, 2010).

The University of Namibia Library spent a significant amount of money on subscribing to e-resources and purchasing e-books from various disciplines (Hamutumwa, 2014). Despite the value of purchased e-resources and ensuring availability, Hamutumwa (2014) and Ndinoshiho (2010) concluded that awareness and use of e-resources is not at expected levels and remains a concern. This study's research question is: are the students at the University of Namibia, Ogongo Campus aware of and using the e-resources in the library? As recognised worldwide, very few librarians and users (students) have developed proficiency in using digital library systems.

1.3 Statement of the problem

The background of the study shows the importance of the digital library as a result of the technological developments of ICT, which cannot be ignored or reversed worldwide. As Magaji (2015) noted, the technology caught the operators (librarians) and users (the students) with insufficient training to access the e-resources effectively. In addition, the background to the study similarly reveals that both librarians and students need training to access and use the e-resources. This may result in students missing out on the benefits of the resources and leading to underutilisation of the library's digital collections. The lack of awareness may be due to a lack of communication or training on the part of library staff resulting in a gap in the

knowledge of students about the e-resources available to them. However, Gupta, and Ansari's (2019) study explains the digital environment and use of e-resources and awareness of e-resources in a university library in Delhi and in Babasaheb Bhimrao Ambedkar University. Both universities purchased online database collections. Moreover, the same study focused on the use of e-resources, e-journals by researchers; scholars; students; faculties and staff in both universities. Furthermore, the study explains that libraries must organise orientation programs, create awareness of e-journals and e-databases at regular intervals. This problem needs to be addressed to ensure that students are fully equipped to use the library's digital collections to support their academic work. In addition, Karan (2017) highlighted an e-database awareness activity in an academic library and information centre. Furthermore, the same study further explained that current generation is growing up in the IT and digital environment. In the academic sphere, it is imperative for libraries and information centres to provide abundance of e-resources. These institutions play a crucial role in raising awareness and promoting active utilisation of e-resources within the student community. Therefore, it is important to study the level of e-resource awareness among students to make appropriate recommendations on how these e-resources can best be availed to help students. In order to solve this problem, this study investigated students' awareness of the e-resources available at the University of Namibia's Ogongo Campus.

1.4 Objectives of the study

The study aimed to determine the awareness and use of electronic resources and services by UNAM students at Ogongo Campus. The following specific objectives guided the study:

1. To determine the level of awareness of e-resources among UNAM students at Ogongo Campus.
2. To identify the types of e-resources available at UNAM's Ogongo Campus.
3. To establish the level of use of e-resources among UNAM students at Ogongo Campus.
4. To establish the purpose and reasons for the utilisation of e-resources.
5. To ascertain the difficulties faced by the students when using e-resources.

1.5 The significance of the study

The study was designed to benefit students by educating and empowering them to access and use digital library resources. The study aims to develop new ways to access the global world of information quickly, accurately, and efficiently. The outcomes of the study would also equip librarians with skills to operate digital library information systems and skills to encourage, educate, train and support students in using the digital library. Findings may also help Ogongo Campus Library management to make informed decisions regarding the acquisition and delivery of electronic resources and create opportunities for staff to participate in continuous professional development (CPD) and gain effective skills for developing digital library operations. The outcome of the study would also help to encourage the university and other institutions to invest in building an ICT infrastructure that would encourage students to use e-resources in their studies and lifelong learning.

1.6 Limitations of the study

The study was hampered by the following limitations. The study, which is qualitative in nature, included a single case study of the Ogongo Campus Library. Case studies tend to reduce the study population to small samples. Small samples make it difficult to establish significant relationships in the data (Yin, 2018). In this regard, this was only a case study of the Ogongo Campus Library, and the results of this study cannot be extrapolated to other libraries. Despite the non-numerical nature of qualitative data combined with smaller samples to be collected, this study is still limited in that it did not use statistical methods that are more accurate in establishing relationships in data sets. The data collection process for this study was time-consuming, especially when conducting interviews. The interviews were based on the time that the librarians were free. Observations were conducted in the library, and the data was collected when students were free and using the library as researcher conducted observations at different times and days, ensuring a more diverse and representative sample.

1.7 Delimitation of the study

The intention of this study was to examine the awareness and use of e-resources by the students at the University of Namibia. The scope of the study focused on the students enrolled at Ogongo Campus and the library staff. The Ogongo Campus is located in the Omusati Region of Namibia, in the north-central part of the country. Figure 1.1 shows the physical location of Ogongo Campus in north-central Namibia.

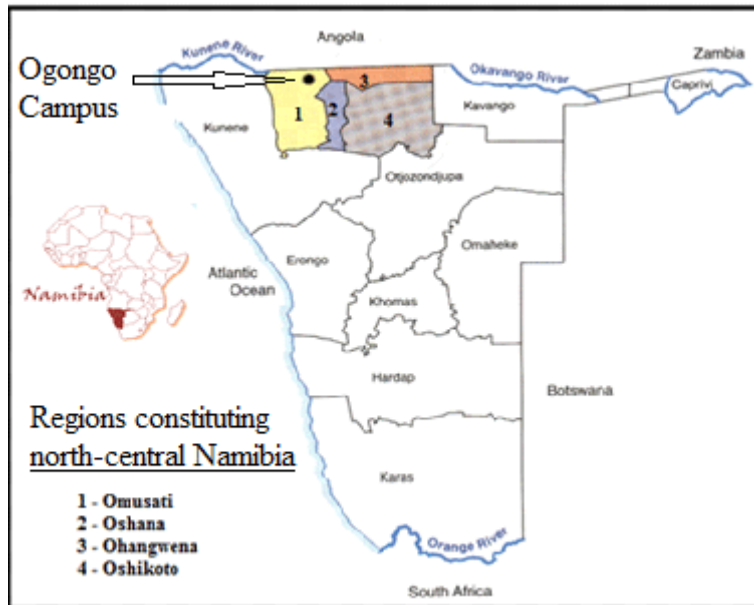


Figure 1- 1 The physical location of Ogongo Campus.

Source: Shadeya-Mudogo (2017)

1.8 Research methodology

This study used a case study design that followed an interpretative philosophical paradigm and a qualitative approach. Interviews, focus group discussions, and observations were used as data collection methods. According to Creswell (2009), using multiple methods (triangulation) helps to overcome the weakness of a single method and increases the reliability and trustworthiness of the results. The population of this study consisted of Ogongo Campus students and library staff. Both cluster and purposive sampling methods were used to select the focus group discussion participants and library staff. Purposive sampling was chosen and used because it is a non-probability sampling method that chooses the participant of the study based on the researcher's judgement (Flick, 2014).

The study used as a semi-structured interview guide as an instrument for the library staff. In addition, the observation checklist analyses were used to obtain information on awareness and use of e-resources. Moreover, a focus group discussion guide was used to gather data from the students. Qualitative data was analysed using thematic content analysis in which patterns of meaning (or themes) in data are examined and recorded. The researcher obtained permission to conduct the study from UNAM's Centre for Postgraduate Studies. The researcher received ethical approval from the University of Namibia and adhered to policy guidelines in this regard.

1.9 Definition of key terms

This section defines the key terms used in the study.

Library users: are customers of a library service. They usually visit the library based on a service criterion. For example, students, faculty, or the general public at Ogongo visit the library to access information in the form of textbooks, while there are e-resources that can be accessed with the internet everywhere (Anyira, 2011).

E-resource: e-resource refers to any resource that needs a computer to be accessed or any electronic product that provides a collection of data, including text from full-text databases, electronic journals, image collections, other multimedia products and numerical, graphical or time-based information (Thanuskodi, 2012). Electronic resources can include e-magazines, e-books, online databases, websites, CD-ROMs, and other portable computer databases.

A digital library: a digital library is a library where all written and spoken books are kept as digital files. A digital or virtual library is a library that can be accessed online through websites (Ayo-Olafare, 2020).

1.10 Synopsis of the thesis

This work consists of six chapters, which are structured as follows.

Chapter 1: Introduction: The chapter introduces the study by outlining the background of the study, the problem statement, and the goals of the study. The chapter goes on to explain the meaning, limitations, and delimitations of the study. The chapter ends with the definition of the key terms used in the study.

Chapter 2: Review of Literature and Theoretical Framework: The chapter provides an overview of the literature on the subject. The aim of the chapter was to localise the knowledge gap existing in the literature. In addition, the chapter presents the theoretical framework that influenced the study and how it is relevant to the study.

Chapter 3: Research methodology: This chapter explains the methodology used to conduct the study. This includes the research design, the research paradigm and the research tools and techniques used to collect the data. The chapter also describes the study population, sampling method, data collection procedures and data analysis. Furthermore, the chapter highlights the ethical considerations and how the issues of reliability and validity were addressed in this study.

Chapter 4: Data analysis and presentation: This chapter provides the presentation of the data collected using the research tools, observations, interviews and focus group discussions.

Chapter 5: Discussion of Research Findings: The chapter analyses and discusses the results presented in Chapter 4. The results are presented in themes and sub-themes that emerged from the data.

Chapter 6: Summary, Conclusions and Recommendations: the chapter provides an answer to the research questions of the study. It also summarises the study's results and provides some conclusions and recommendations based on the study and recommendations for further studies.

1.11 Summary

This chapter provided a brief introduction to the study, focused on awareness and use of e-resources, and discussed the problem statement. In addition, it emphasised the background of the Ogongo Campus Library. The chapter also outlined the delineation, methodology and research ethics. The following chapter discusses the literature review and the theoretical framework that guided the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The following chapter presents a review of the literature on e-resources in the context of digital libraries. According to Booth et al, (2016) literature review serves as an essential component of research, encompassing a comprehensive examination of current scholarly work related to the research subject and its associated aspect. In line with Booth et al, (2016) a literature review plays a pivotal role in guiding the researcher to pinpoint gaps in the existing body of knowledge, refine and reshape research inquiries and objectives, and enhance research methodology by endowing the researcher with a more expansive view of the chosen subject matter. Furthermore, it facilitates the identification of prior research endeavors in a specific domain to recreate prior work fostering the opportunity to contribute novel insights to that field.

This chapter is based on topics derived from the research objectives. First, the chapter reports on the level of awareness of e-resources among students and library staff. Second, different types of e-resources available to students are described. The third section assesses the level of use of e-resources, the purpose, benefits, and reasons for using e-resources. The next section discusses the challenges students face in effectively using e-resources. The last section introduces the theoretical framework. The conclusion of the chapter summarises the chapter, identifies the knowledge gap that the results need to fill and introduces the subsequent chapter, which presents the methodology.

2.2 Awareness of e-resources among students

Access to e-resources has required one to have awareness and skills on how to retrieve such e-resources. These resources include online databases; e-books; e-journals; educational websites and other digital materials that can be accessed over the internet. Many universities around the world are investing more in e-resources to meet teaching, learning and research needs (Kwadzo, 2015; Okiki, 2012). Students' awareness of e-resources is crucial as it can enhance their learning experience and research skills. It allows them to access large amounts of information quickly and efficiently and helps them stay abreast with the latest developments in their fields of study. This has been argued by some researchers who believe that effective use of e-resources depends on knowledge of their availability (Okiki, 2012; Rehman & Ramzy, 2004). Furthermore, knowing how to use e-resources is also crucial for using these library resources effectively (Asokan & Dhanavandan, 2014). However, e-resources are typically under-utilised due to a lack of awareness and skills to use them (Kwadzo, 2015; Rehman & Ramzy, 2004). Thus, raising awareness becomes an important component for the effective use of e-resources among university students. An effective approach is to include e-resources in the curriculum, so students can explore them as part of their coursework. Institutions can also organise workshops, seminars, and training courses to teach students how to use e-resources effectively. Most institutions such as higher education have already taken the necessary steps to make e-resources available, but raising awareness about these e-resources is the main issue. Awareness refers to the level of knowledge that library users have about the e-resources available to them (Akpojotor, 2016). The library plays a crucial role in promoting it is e-resources to enhance students' academic experiences and facilitate their learning. Several higher education institutions worldwide have conducted surveys of students' familiarity with

e-resources (Bhat & Mudhol, 2014; Chandra et al., 2014; Okiki, 2012). However, existing literature reveals instances where students' awareness of the availability of e-resources does not align with their actual utilisation patterns. Kwadzo (2015) provided an explanation for these cases using three interrelated dimensions of awareness and e-resource use. For library e-resources, the related dimensions of awareness may include cognitive awareness, which includes understanding what e-resources are available, how to access them, and how they can be used for academic purposes. Some students may not even be aware of the e-resources in the library. For example, Allen and Weber (2014) found that lack of awareness among PHD students regarding the specific characteristics of journals has been found to hinder their utilisation of e-resources to their full potential in research. (Angelo & Wema, 2010). Nisha & Ali (2013) found that library users were aware of available e-resources and used them effectively in their education and research work.

Egberongbe (2011) studied the use and impact of e-resources at the University of Lagos, Nigeria. This study found that 71.4% of PhD students and 78.6% of academics respectively were aware of e-resources, while 28.6% of faculty and 21.4% of academics respectively were unaware of e-resources. The results above show that a large percentage of postgraduate students were aware of the availability of e-resources. Important e-resources are AGORA, HINARI and Science Direct. Egberongbe (2011) goes on to say that respondents preferred electronic resources because they are more useful, time saving, user-friendly, informative, and cost-effective. This shows that students prefer to use e-resources, which has a positive impact on research and learning.

This study attempted to find out which group of students, such as postgraduates and undergraduates are aware and access e-resources available at Ogongo Campus.

In Abinew and Vudas' (2013) study on the acceptance and use of library services with electronic resources in Indian universities, respondents were asked about their awareness of the available electronic library services by answering "yes", "no" or "Partly". Most respondents (57.97%) answered "partly" indicating that they had limited knowledge about the existence of e-resources and did not know them well and in detail. However, 20.65% of the respondents did not know about the existence of e-library services. Only 21.38% of respondents were aware of the availability of e-library services. Based on the above study, some users were aware of the existence of e-resources, but most were unaware of their use and purpose. In addition, this study examined whether users have skills to use e-resources. This is consistent with Angelo (2010) who also found that awareness of e-resources was very low among livestock researchers in Tanzania. However, Aina's (2014) results differ as most respondents were aware of e-resources.

According to a study by Aina (2014) on awareness, accessibility, and use of e-resources database at Babcock University, Nigeria, most of respondents were aware of scholarly journals at 69.4%, followed by JSTOR at 56.5%, dissertations & theses and EBSCOHOST at 54.1%. The author further concluded that on average, respondents were familiar with nine out of thirteen databases considered. This implies that there is a need to raise awareness to cover all e-resources to which the library subscribes. Only 24.4% of researchers were aware of AGORA, and 11.1% of researchers were aware of HINARI databases. INFORM and OARE were each known to 6.7% of the researchers; regarding the other databases, only to 4.4% of the researchers were aware

of them. This is related to the study as the researcher attempted to compile the statistics of each database/e-resource used as well. This then helped to determine if the students were aware of databases intended for their studies.

Awareness of e-resources among students is crucial to their success in modern education. Institutions need to take steps to increase awareness of e-resources among students to ensure they have access to the latest information and can effectively develop their research skills. Therefore, this study was conducted to assess student awareness of e-resources at Ogongo Campus and to identify reasons why some students may not be aware of the availability of e-resources provided by the institution.

2.3 Types of e-resources available to Ogongo students.

E-resources are sources of information that can be accessed to complete the academic work of most students. Muitherero (2016) identified electronic resources widely used by the Faculty of Agriculture University of Nairobi and mentioned some resources including CABI Compendia (Crop Protection Compendium, Animal Health Production Compendium, Aquaculture Compendium and Forestry Compendium); Access to Online Global Research in Agriculture (AGORA); the Essential Electronic Agricultural Library (TEEAL) and the International Network for the Availability of Scientific Publications (INASP) at African universities. These databases offer one of the most comprehensive coverages of agricultural information. This study was based on Ogongo Campus with agriculture as one of the study areas to find out if students use these databases. E-resources include electronic journals, online databases (Agora, Jester, EBSCOHOST, Ajol, Hinari); electronic books; locally loaded databases; websites; CD-ROMs; electronic text; electronic abstracts and index databases such as

MEDLINE, e-news, e-pictures and e- music. E-resources can be bibliographic or full-text database that allows you to search for articles related to the field of study (Shuling, 2007). According to Thanuskodi (2012), most users were aware of the availability of e-resources. The result shows that 47.78% of the respondents only wanted to access the electronic version, while 32.78% of the users wanted to read the printed journals, and only 19.44% of the respondents wanted to use both the electronic and the printed version. Most respondents (76.66%) used e-resources to write term papers. The analysis shows that many of the respondents used the linking feature available on the library website to search for e- resources.

2.4 Level of use of e-resources.

The level of usage depends on how often a particular type of e-resource is used. The University of Namibia library related to this study enabled e- resources to be accessed either on campus or off campus. Students have no exception or reason for not using e-resources frequently, but this was established in this study. A study conducted in India found that 51.11% of postgraduate students visited the library 2-3 times per week, while 46.81% of scholars visited the library 2-3 times per week (Haider, 2012). Regarding the type of databases used, Haider (2012) found that AGRIS was the most used electronic database by 42.86% of postgraduate students followed by CAB Abstract with 33.33%, Agriculture & Natural Resources with 30, 16% and AGRICOLA at 23.81%. This result indicates that postgraduate students used the AGRIS database more often than any other database. Another study by Thanuskodi (2012) found that e-resources were used weekly by 48.88% of postgraduate students and researchers, while 23.34% used it daily, and 21.12% used it twice a week. Only a few respondents (6.6%) used e-resources monthly.

In addition, Chirra and Madhusudhan (2009) found that 38% of researchers used e-resources daily. The most popular frequency of use of e-resources among Goa University research scholars was once a week at 16%, occasional at 8% and fortnightly at 6%. In a study by Swain and Panda (2009) aiming to examine frequency of use of electronic information resource databases among college students, results showed that sixty-one (61) of the respondents accepted daily use; twelve (12) respondents indicated that they used it weekly; six (6) respondents indicated that they used it every two weeks; five (5) respondents indicated they used it once a month, and three (3) respondents indicated that they used it infrequently.

The above study is relevant to this study as it examined how often students at Ogongo Campus used the e-resources available to them.

Observations at the University of Lagos library show that most postgraduate students visit internet websites to access e-resources (Egberongbe, 2011). In addition, a study conducted by Chirra and Madhusudhan (2009) at the University of Goa, India, found similar results that a higher percentage of PhD students use e-journals for their research. Thanuskodi (2012) conducted a similar student study, but the author did not specify whether the students surveyed were undergraduate or graduate students. According to Thanuskodi (2012), most users were aware of the availability of e-resources. The result shows that 47.78% of the respondents only wanted to access the electronic version, while 32.78% of the users wanted to read the printed journals, and only 19.44% of the respondents wanted to use both the electronic and the printed version. Most respondents (76.66%) used e-resources to write term papers. The analysis shows that many of the respondents used the linking feature available on the library website to search for e-resources. Furthermore, many of the respondents were unaware of e-resources and did not use online dissertations, abstracts and indexes,

OPAC and online databases relevant to their study and research. According to the same study, most respondents were dissatisfied with the availability of sufficient e-resources in their respective fields.

A self-survey from the University of Namibia (UNAM) shows that most students use electronic resources. Table 1 below shows the statistics on the use of e-resources at UNAM from a self-assessment report. Data from the table presented that, many users use and access e-resources for a variety of reasons.

Table 2- 1 E-resources (databases and e-books) usage at the University of Namibia report (2018-2022)

Full text Databases/Collections	2018	2019	2020 Platform searches	2020 Item investigations	2020 Item request	2022 items downloaded
EBSCO	3701	6435	20221	15523	7500	1580
SA E-publications	3442	7562 (total and unique title request)				3691
Science Direct	56738	51715	24069	64611	54361	31795
Scopus			4443	12256		2418

Springer Nature (SpringerLink & Nature)	6759	8331	516 (just Nature)	18934	13041	
Taylor & Francis (Full subscription in 2018)	9857	11496	4047	15357	12362	10908
Wiley (New 2018)	6045	11744	2164			
AGORA	188	72 (Jan- Jun 19)				
HINARI	374	198 (Jan- Jun 19)				

Source: (F. Henok, Personal Communication, March 23, 2023)

The table above shows usage statistics for e-resources at the University of Namibia. The table shows that there is generally an increase in e-resources use from 2018 to 2019. There are, however, sources that experienced a decline in use such as Science Direct, AGORA and HINARI, but this is offset by significant increase in e-resources use such as EBSCO, SA E-publications, Springer Nature, Taylor & Francis, and Wiley. The results could possibly mean that these sites can be used as alternatives of each other when it comes to certain topics.

E-resources are used in all sectors of society and based on the discussion above, it is important that users in academic institutions also use e-resources as these resources are important in learning. Several studies conducted worldwide have shown that e-

resources are mainly used in academic institutions for learning; education; research; updating knowledge; completing assignments; reading articles; writing research proposals; exam preparation; discussions and faster information retrieval to support teaching; career development and growth (Ahmad 2013; Aramide and Bolarinwa 2010; Egberongbe 2011 & Nagarajan 2017).

2.5 Purpose and reasons for use of e-resources

A study on the use of e-resources at the University of Cape Coast in Ghana conducted by Kwafoa, Osman and Afful-Arthur (2016) shows that 92% of the respondents were aware of the existence of e-resources at their institution. Interestingly, respondents had an idea that the university library subscribed to these e-resources. University libraries around the world spend large sums of money to subscribe to e-resources to improve e-resource availability for users (Kinengyere, Kiyangi & Baziraake, 2012). Therefore, it is important to the university to ensure that e-resources are used optimally by students to enhance students' academic achievements.

A study on the use of e-journals by PhD students and scholars at Goa University in India by Chirra and Madhusudhan (2009) found that 98% of the respondents who were researchers and scholars used e-resources for research; 69% for current awareness; 65% for finding relevant information in their field; and 48% for studies. In addition, the coverage of e-resources for their research areas was inappropriate and time-consuming due to the lack of support from information professionals which is a result of lack of training (Thanuskodi, 2012). This observation suggests that a considerable proportion of users have awareness regarding the existence of e-resources in diverse databases. However, there is a critical need to conduct an investigation to understand the underlying reasons why certain users remain unaware of these e-resources.

Furthermore, a study conducted in India found that 50% and 25.56% of postgraduate students used e-databases to download articles and update knowledge, respectively, while 48.93% and 29.79% of research scholars used the available e-databases to conduct research or update their knowledge respectively (Haider, 2012). Electronic resources that distance students need mainly for their academic purposes are available on the internet such as B. Online journals and databases (Thanuskodi, 2010). This is also reflected in the results of Dhanavandan, Mohammed and Nagarajan (2012) who concluded that 38 students (44%) used e-resources for learning and 14 (16%) of students use e-resources for updating their knowledge. A study by Aramide and Bolarinwa (2010) also showed that distance students used audio-visual and electronic resources regularly and used them mainly to complete their assignments.

2.6 Difficulties in using e-resources among students.

Students face many challenges when using e-resources, and this responsible for the low utilisation of these resources. Factors such as awareness, search skills, infrastructure and lack of training have been highlighted as factors affecting resource use. For example, Ndinoshiho (2010) studied the use of e-resources among nursing students at the University of Namibia. The results of this study show that 86.4% of the students did not use the available e-resources because they were not aware of their availability. In addition, a study by Chandra et al. (2014) found that slow internet speed and frequent power outages were among the most common problems affecting the effective use of e-resources. Ahmed (2013) found that respondents were dissatisfied with subscribed resources due to limited access to older editions; bad IT infrastructure; difficulty finding required information; inability to access it from home; slow download speed and online access problems in Bangladesh. Chu and Law (2006)

postulated that students' knowledge, search experience and use of databases increase as they progress through their studies. Thus, familiarity with and use of various databases develops as students' progress in their studies, and this familiarity is gained by mentoring and promoting the databases for them. The results of a study conducted by Madhusudhan (2010) involving 60 research scholars from Kurukshetra University in New Delhi also revealed a lack of adequate IT skills, slow internet connection and difficulty in retrieving relevant information as barriers to using e-resources.

In the Namibian context, Ndinoshiho (2010) found that many e- resources were significantly underused by nursing students at the Oshakati Northern Campus of the University of Namibia. The main obstacles identified were a lack of computers, unreliable internet connection and a lack of skills. This shows that the students showed interest in using e-resources but faced numerous challenges that make accessing e-resources difficult.

Hamutumwa (2014) found that most distance students at the University of Namibia lacked computer literacy, search skills and adequate training in using electronic resources. She further posits that the inadequacy of ICT infrastructures, lack of awareness and lack of ICT knowledge and skills have also contributed to students' negative attitudes towards the use of electronic resources.

Furthermore, Tariq and Zia (2014) showed that some of the main problems were slow internet connection (faced by 30.87% of the respondents); power failure (faced by 30.43% of the respondents); 16.52% of the respondents felt insecure and afraid of various viruses and bugs; 13.91% of the respondents were interrupted by unnecessary advertisements; 13.04% faced licensing issues; 8.70% of respondents considered it a

waste of time; 8.26% answered that there was only scattered data that is not helpful to them and 4.35% of respondents had difficulties reading on a computer screen.

2.7 Theoretical framework

Davis' Technology Acceptance Model (TAM) theory from 1989 was used for this study because it explains the behaviours of computers in an organisation. TAM is an information systems theory that governs how users accept and use technology to perform certain functions. The model suggests that when users are presented with a new technology, multiple factors such as perceived usefulness (PU) and perceived ease of use (PEOU) influence their decisions about how and when they will use it.

Perceived Ease of Use plays a crucial role in shaping users' attitudes and intentions regarding technology adoption. If students perceive a technology or system as easy to use, it is more likely to positively influence their intention to use it.

In the context of students' intention to use e-resources, perceived ease of use can be a significant factor. If students find the online database and e-resource access systems easy to navigate and understand, they are more likely to be willing to use these resources for their academic or research needs. Furthermore, if the systems are perceived as complicated or difficult to use, it may hinder students from utilising them. Therefore, when investigating the factors influencing students' intention to use e-resources, it is essential to consider their perceptions of the ease of use of the online platforms and databases.

The use of e-resources is still useful in universities as a source of information and as a learning tool; students have to adapt to the technology that a library uses. According to Adeoye (2019), on perceived usefulness, the study shows positive attitudes towards the perceived usefulness of the information resources. In addition, the study showed

that respondents found e-resources to be useful overall for academic purposes. A study by Mollel and Mwantimwa (2019) found out that students used Emerald the most, followed by IMF e-library, AJOL, JSTOR and the Wiley Online Library. It was also observed that Cambridge Journals Online, Springer E-Journals, Palgrave Macmillan and Taylor & Francis were accessed and used less. Venkatesh (2000) emphasised that the Technology Acceptance Model (TAM) posits that perceived usefulness is influenced by perceived ease of use because the easier a technology is to use, the more useful it can be. On the other hand, Donghua (2008) claims that understanding how users make decisions about the selection and use of e-resources is important in order to improve e-resource adoption and use. The same author found that perceived usefulness played an important role in determining students' intention to use e-resources, while perceived ease of use fully mediated the influence that information quality and system quality had on behavioural intention.

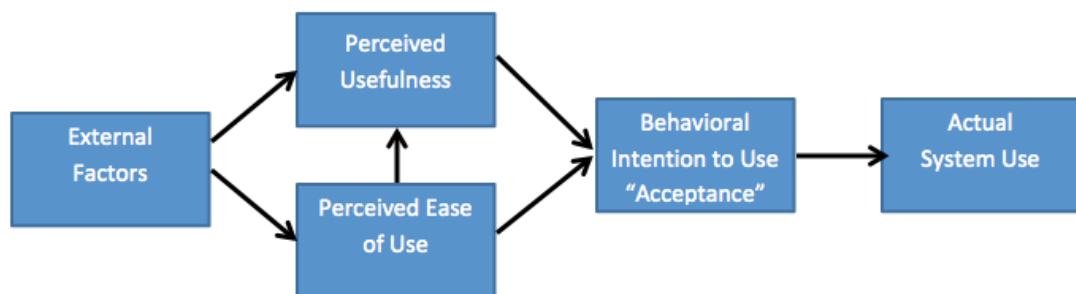


Figure 2- 1 Technology Acceptance Model (TAM)

Source: David (1989)

User perception, in turn, was thought to be influenced by two main beliefs: perceived usefulness (PU) and perceived ease of use (PEOU), which have a direct impact on perceived usefulness (Davis, 1989). PEOU is another element in the theory relevant to this study. Students' ability to accept and use electronic machine devices will increase the usefulness of electronic library resources, and learning will become easier for them

and will affect their daily academic activities (Davis, 1989). That is, the effort involved in searching for information in a traditional way is automatically reduced using technology. This framework was useful for this study as it aimed to assess the influence decision made by students on how and when to make use of e-resources. In addition, this framework would also find out whether the advanced technology of Ogongo Campus Library has made information easier to access. It is argued that the existing TAM should be expanded to include additional psychological and demographic variables (e.g., gender) to better account for the adoption of hedonic technology systems (Kwak & McDaniel, 2011). This study focused on awareness and usage of e-resources among Ogongo Campus students. Therefore, the model was relevant to the study because students use e-resources during e-learning time, for assignments, and research. This defines the factors of TAM model perceived usefulness, and behavioural intention which influence the decision of when to make use of e-resource.

2.8 Summary

This chapter presented the literature review of the study that was based on the awareness and usage of e-resources in general. This chapter discussed literature about awareness of e-resources among students; types of e-resources available to university students; level of use of e-resources and purpose. The chapter also looked at different studies that were conducted in Namibia and within Africa. Lastly, it explained the difficulties students face when using e-resources. The theoretical framework guiding the research has also been explained in this chapter. The next chapter outlines and explains the methods for data collection and analysis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A research methodology demonstrates the logical procedures used to achieve the overall objectives of the study. Chapter three therefore outlines the methodological approaches used in this study. The chapter explains the research design, population, sample, and sampling techniques used for the study. This chapter also details the methods used and data analysis as well as research ethics considerations. The study used a case study design to investigate awareness and usage of e-resources among Ogongo Campus students.

3.2 Philosophical assumptions of the study

The philosophical assumptions of this study are anchored in the research paradigm pursued by the study. Pickard (2013) observed that researchers begin with assumptions about the nature of the world, which guide the approach and direction of research activities and the nature of the research results. These assumptions are usually defined by the research paradigm. Every discipline of study has a dominant paradigm, but in information science, due to its diverse nature, there is no dominant paradigm (Pickard, 2013). However, an analysis of the ontology, epistemological methodology and goals of the study context shows that an interpretative philosophical paradigm provides a better explanation of the research context. The study therefore followed an interpretive research paradigm.

The interpretive research paradigm is used when a researcher is trying to understand the meaning of social actions in specific cultural settings where we are trying to understand participants' economic society (Wilson, 2013). The assumption underlying this epistemology is that reality should be interpreted through the meaning that research participants give to their lifeworld, i.e., the ontology of subjectivism (De Vos et al., 2012).

The aim of this study was to examine the awareness and use of e-resources by UNAM Ogongo Campus. Interpretivism, is the most appropriate paradigm used by researchers seeking an understanding of social meanings, identities, norms, ideas and cultures embedded in global politics (Lamont, 2015). The interpretivism paradigm was found to be the most appropriate for this study because the researcher did not aim to predict what people would do but rather to describe and understand how people make sense of their world (Bertram & Christiansen, 2014). Therefore, there is no single reality but multiple realities that need to be explored and understood.

According to Bryman (2004), for interpretivists, there is fluidity in their methods of data collection and analysis. Observation method and recording of verbal and non-verbal these two steps are often iterative in the same design. Furthermore, interpretivists do not see themselves as outside of reality but as actors within it. Therefore, they often not only share what the data says but also their own perspective and attitude towards it.

3.3 Research approach

Meanings of events are generated from interaction with the participants in the social and cultural contexts (De Vos et al., 2012). In addition, the qualitative research

approach provides means of collecting plentiful data about real-life people and situations (Leedy & Ormrod, 2015).

3.4 Research design

The study used a qualitative approach. Kothari (2004) describes qualitative research as a method that examines the why and how of decision-making, not just the what, where and when. This approach was found appropriate as the study attempted to highlight and interpret lived experiences of how UNAM's students used the library's electronic resources at Ogongo Campus. According to Denzin and Lincoln (2000), qualitative research involves an interpretative and naturalistic approach; this means that qualitative researchers study things in their natural environment and try more to understand or interpret phenomena in terms of the meanings people give them. A qualitative approach allows the researcher to seek individuals' perspectives on a particular phenomenon.

The study followed a phenomenological case study design. Ponelis (2015) argues that “a case study may be used as both a teaching method and a research strategy” (p. 539). According to Siggelkow (2007), the existence of a phenomenon can be described through individual case studies. In this context, the case is UNAM's Ogongo Campus Library. A phenomenological case study aims to examine the lived experiences of a specific group of people to best capture and describe their perceived realities in a specific context (Crawford, 2016). In this study, using descriptive data, a phenomenological case study enabled participants to provide details of their lived experiences in the library. This phenomenological approach, fused with the case study method, enabled the researcher to comprehend complicated human experiences and the essence of a phenomenon (Crawford, 2016).

Case studies are in-depth investigations of an individual, group, event, or community (McLeod, 2019). The case study design also provided the following benefits in this study: the provision of rich qualitative data (rich qualitative data helps provide satisfactory answers to the research objectives). The case study design allowed entry into impractical situations by overcoming some ethical issues (McLeod, 2019, p. 1). The research design of the case study also allowed the researcher to collect data in natural settings and contexts, allowing for the gathering of real facts about the phenomenon, thus instilling confidence in the study and its findings (McLeod, 2019).

According to Zohabri (2013), qualitative research is a sort of social activity that focuses on how individuals interpret and give meaning to their experiences to understand the social reality of others. It makes use of open-ended questions, interviews, diaries, notebooks, classroom observations, immersions, and other methods to collect, look through and assess the responses. Qualitative research is exploratory in character and tries to explain how and why a particular social phenomenon or program operates in a particular setting. Additionally, the goal of qualitative research is to provide light on the social context in which we live and the causes of specific phenomena (Polkinghorne, 2005). It aims to provide a comprehensive understanding of human thought, feeling, and conduct (Tong et al., 2012). The qualitative data was gathered through a combination of interview, focus group discussion and observational. Silver and Sutton (2011) claim that conducting an interview involves both asking people questions and carefully observing their responses.

3.5 Population

Creswell (2012) defines "population" as the total number of individuals with common characteristics who are of particular interest to the researcher. The population for this study was 284 students, which comprised of both undergraduate and postgraduate students; this includes 89 first-year students, 76 second-year students, 90 third-year students and 29 fourth-year students. Hence, postgraduate consisted of one first-year student and seven second-year students as well as two library staff at the University of Namibia, Ogongo Campus (K. Simasiku, personal communication, April 1, 2019).

3.6 Sample and sampling procedure

Creswell (2012) describes a sample as a subset of the population. A sample is therefore a complete set of items or individuals systematically selected from a population. First, a cluster sampling method was used systematically to categorise the students according to their study level. This sampling method is known to be simple and less expensive and can be conveniently used in the case of a large population (Kothari, 2014).

In statistics, cluster sampling is a sampling technique that divides the entire population of the study into outwardly homogeneous but internally heterogeneous groups called clusters. In essence, each cluster is a mini representation of the entire population (Bryman, 2016). Five categories, consisting of four students in each category, were selected. The clusters were first-year students, Cluster 1; second-year students, Cluster 2; third-year students, Cluster 3 and fourth-year students, Cluster 4. Cluster 5 consisted of postgraduate students. Purposive sampling technique was then used to select 20 students and two librarians who corresponded to their cluster. Purposive sampling was considered the most appropriate sampling technique as it allowed the identification

and selection of information-rich cases related to the phenomenon of interest. The purposive sampling method used aimed to select 16 undergraduate, four postgraduate students and two librarians from Ogongo Campus Library. The total sample size for the study was 22 participants.

3.7 Data collection methods

The researcher needed to have the following to collect qualitative data: field notes, open-ended questions, in-depth interviews (audio or video) and participant observation. The methods used for data collection provide a comprehensive overview of the participant-specific research. The participatory observation and focused group environment of the qualitative research approach led to a better understanding of behaviour.

3.7.1 Interviews

The interpretive research paradigm recommends interviews as one of the most appropriate methods of data collection (de Vos et al., 2012). In the study, interviews were used to ask respondents about their experiences, attitudes, and opinions to create a rich text description of the data according to the topics suggested by the research sub-questions (Trochm, 2010). In particular, a semi-structured one-to-one interview was used to collect the data by asking both structured and semi-structured questions, seeking clarification of the answers where appropriate (Van der Mescht, 2011).

The semi-structured interviews offered the advantage of allowing both structured and semi-structured questions, allowing the researcher to obtain a detailed data set. Interviews were appropriate in this investigation as they allowed respondents to state their truths about their experiences of using e-resources in Ogongo Campus Library.

The interviews in this study had some disadvantages such as an extended duration of data collection.

3.7.2 Observations

According to Welman (2005), observation is a method of recording states, events, and activities through the non-inquisitorial involvement of the researcher. Welman (2005) asserted that observing objects can be a quick and efficient method of gaining preliminary knowledge or making a preliminary assessment of their state or condition. In addition, Kawulich (2005) defines an observation as a systematic description of events, behaviours, and artifacts seen in the social settings chosen for a study. DeWalt (2002) emphasised that in an observational process, the researcher learns about the activities of the studied individuals in the natural environment by observing and participating in these activities. Therefore, the activities concerned the use of e-resources in Ogongo Campus Library. Furthermore, the researcher was a non-participant observer who followed an observational checklist to collect the data. As a non-participating observer in a study, students were free to use the library facilities as they normally do in their natural environment or in the absence of a visitor. Observations in this study had the advantage of providing an opportunity to gain first-hand experience of how students used library facilities.

3.7.3 Focus group discussions

Focus groups are a qualitative research method that involves bringing together a small group of individuals from the study population to engage in a structured discussion about a specific topic or issue (Harrison et al. 2017). This group discussion is typically facilitated by a moderator who guides the conversation and encourages participants to share their opinions, experiences, and insights.

Overall, focus groups are a valuable research tool for exploring complex topics and understanding the perspectives of individuals within a group context, providing qualitative data that can inform further research or decision-making processes.

3.8 Research instruments

This study used research tools such as, a semi-structured interview guide to interview library staff, and a focus group discussion guide was used for the students who participate in focus group (FG) discussions. An observation checklist was also used by the researcher to record data from students that are using e-resources. According to McNamara (1999), an interview guide is useful for understanding the story behind participants' experiences and allows the interviewer to track in-depth information surrounding the topic, which leaves further room for follow-up questions.

The researcher used FG guides, which according to Gilbert (1997) have the advantage of drawing on respondents' attitudes, feelings, beliefs, experiences, and reactions in a way that would not be possible with other methods. In addition, an observation checklist was used to determine whether the selected students used e-resources for the study.

3.8.1 Semi-structure interview guide

An interview guide with questions about the level of awareness and the use of e-resources was used to conduct the interviews. Silver and Sutton (2011) claim that in semi-structured interviews, the researcher can take each key topic individually and identify specific questions that might allow them to explore that topic in more detail.

3.8.2 Observation checklist

This is a document or list of specific items, behaviours or criteria that an observer uses during an observation to record data and gather information. In this study, the observation checklist is used to systematically record how students interact with online databases to access e-resources (Yin,2018). The checklist is typically prepared in advance by the observer or researcher. It outlines what the observer needs to look for during the observation process. It serves as a structured framework for collecting data. Furthermore, the primary purpose of using an observation checklist is to collect specific and structured data about student behaviour and interactions in the library setting. In this case, the researcher is interested in understanding how students navigate online databases to access e-resources. The study takes place in a library setting. This setting is important as it is where students typically access e-resources and databases for their academic or research needs. In addition, the observation checklist is a valuable tool this study to systematically collect data on how students interact with online databases to access e-resources in a library setting. It provides structure to the observation process and ensures that specific criteria are assessed consistently across observations.

3.8.3 Focus group discussion guide

FG discussions were used to gather data that was based on the shared understanding of e-resources use (Creswell, 2009). The discussion helped to raise trustworthiness and natural data that also led to important insights about human behaviour (Silverman, 2010). This method was also used in this study to facilitate a corroboration of data.

3.9 Trustworthiness of the data

“Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation and methods used to ensure the quality of a study” (Connelly 2016, p.1). Pickard, (2013). Trustworthiness refers to the criteria applied to enhance the value of research findings of the methodology used. Establishing trustworthiness includes credibility, transferability, dependability, and confirmability. A research study must follow some established protocols in order to be considered a worthy consideration by the readers. General protocols that make a study worth were first established by Lincoln and Guba (1985) as “credibility, dependability, conformability, and transferability” (Connelly, 2016, p.1). Credibility has to do with linking of the research findings with the reality to justify the truth in the findings (Connelly, 2016).

3.10 Data collection procedure

Grove et al. (2013) state that to gather data, researchers must first secure the setting's or organisation's approval as well as the consent of any possible participants. There were FG discussions with students, data was gathered in-person through FG groups that were set up. Prior to the start of the collection of the data, all participants completed written consent forms with full knowledge of the risks. Focus group discussions with duration of approximately 45 minutes were held with the students. interviews with two librarians. Furthermore, the interviews were recorded as audio files, which were transcribed into transcripts used in data analysis. Semi-structured face-to-face interviews with two librarians each took place in the librarians' offices and lasted approximately 45 minutes. Finally, the details of the observations such as: Limited awareness: A significant observation was the limited awareness among students regarding the availability and scope of e-resources at Ogongo campus. Many

students were unaware of the diverse electronic resources accessible to them, including online database.

Challenges in navigation: Several students encountered difficulties in navigating through the digital repositories and databases. Observations revealed that some students lacked the necessary skills to perform effective searches and access specific materials, highlighting the need for improved digital literacy.

Limited understanding of citation: Another significant observation pertained to the students' understanding of citation practices. Many were observed struggling with proper citation formats and guidelines, indicating potential gaps in their knowledge of academic referencing.

Diverse information sources: Students relied on a wide range of sources for their academic work, including both digital and traditional resources. Observations highlighted the coexistence of print materials; online databases; peer-reviewed journals and internet sources in their research.

Awareness discrepancies: It was noted that the level of awareness and proficiency in using e-resources differed among students from various academic disciplines. Some disciplines seemed to prioritise e-resources more than others.

Limited training and support: The investigation revealed that students who had received formal training or guidance on information literacy and e-resource utilisation exhibited more confidence and competence in this area. All these were recorded on an observation checklist, ready for data analysis. In addition, the research also made use of the opportunity to observe the students if they made use of e-resources when searching their articles for assignments and research purposes. This was done through, participant observation: researcher have engaged in participant observation, where

actively immersed in the campus environment by spending time in the library to witness how students interact with e-resources in their natural settings.

Focus groups: focus group discussions with students which was done, allow the researcher to find out student's experiences and attitudes regarding e-resources.

Behaviour analysis: observing student's behaviour, such as their search strategies, information source preferences and citation practices.

Moreover, the University of Namibia (UNAM) was contacted to request authorisation to carry out the study. Additionally, the researcher obtained written consent from each participant before conducting the interviews and focus group discussions. A consent form that outlines the study and guarantees participant confidentiality was also provided to study participants. Participants were also informed that they could withdraw from the study at any time as participation was voluntary. Written consent was requested to record participants during focus group discussions. When participants objected to having their voices recorded, the researcher stopped the recording and opted to taking notes.

3.11 Data analysis

According to Cooper and Schindler (2006), data analysis typically entails condensing a large amount of data into a manageable amount, creating summaries, looking for trends and using statistical tools. Silver and Sutton (2011) define thematic as a methodical, repeatable process for grouping numerous textual content categories based on specified coding principles. The open-ended questions in this study required the researcher to explain and quote participants' responses, making content analysis appropriate.

The researcher thoroughly studied the interview transcripts and notes once all the interviews were conducted to have a basic knowledge of the data presented there and to consider the interviews' overall significance (Creswell, 2012). The transcripts were read through once, then several times, and the text segments that were derived from the study's objectives and, on the other hand, those that appeared during the content analysis process, were given codes (words or brief phrases signalling the topic in each line) during this time. A code was given to the information gleaned from observation as well.

3. 12 Research ethics

The researcher firstly, applied for ethical clearance from the University of Namibia's Research Ethics Committee prior to conducting this study. Secondly, the researcher obtained permission from the Centre for Postgraduate Studies to conduct the research. Respondents first signed the consent form, which provided them with the information they needed to make the decision to volunteer for the study. Participation was entirely voluntary; respondents could refuse participation in the study without any negative consequences, and all of this was well-explained to respondents and participants at the beginning of the process. There was no harm in participating in the study because they didn't put their names on the research instrument.

In addition, the researcher gave participants the assurance that their privacy and anonymity would be respected, and that no data would be disclosed. Participants were informed about the use of a voice recorder, and they were given the choice to decline audio recording if they preferred. In such cases, the researcher would resort to manual notetaking to capture their comments and information. According to UNAM

regulations, the obtained data was only utilised for academic purposes and kept for five years before being destroyed by shredding and burning.

3.13 Summary

In this chapter, the researcher explained the research methods used in the study starting with the research design, population, sample, and sampling techniques. Also, the research instruments, procedure, and data analysis as well as research ethics have been discussed in detail in this chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results collected during the interviews, focus group discussions and observations of library staff and students using e-resources at Ogongo Campus. To ensure respondents' anonymity and to protect participants' identities, the letters (L1 and L2) and numbers were used, where L stands for librarian. In addition, to protect the identity of participants in the focus group discussion, letters and numbers were used as part of the undergraduate and postgraduate student encoding. Focus groups were divided into five categories. This study was supported by the theoretical framework of the TAM model theory, which sought to comprehend student's behaviours related to the perception of user-friendliness in accepting and utilising e-resources. The study used tools such as a semi-structured interview guide to collect data from library staff and a focus group discussion guide to collect data from students. The researcher also used an observation checklist to record the data to assess whether students were aware of e-resources and to observe the challenges students face when accessing e-resources. An interview guide was developed to address the research objectives. However, observations were only undertaken for research goals one and five. In addition, data from interviews and observations were integrated to avoid duplication of data. Flick, (2015) argues that the purpose of data analysis and presentation of findings in research is to display findings to address the research objectives of the study. Therefore, the motive for this study was guided by the following research objectives.

1. To determine the level of awareness of electronic resources among UNAM students at Ogongo Campus.
2. To identify the types of electronic resources available at UNAM's Ogongo Campus.
3. To establish the level of use of electronic resources among UNAM students at Ogongo Campus.
4. To establish the purpose and reasons for the utilisation of electronic resources.
5. To ascertain the difficulties faced by the students when using electronic resources.

4.2 Participants of the study

A total of 22 participants were involved in this study; that is two librarians and 20 students, consisting of 16 undergraduate students and four postgraduate students. Table 4-1 lists the participants that participated in the study and the codes that were assigned to librarians and students for ethical reasons.

In maintaining anonymity, participants were assigned codes as follows: librarians use the codes L1 and L2, where L stands for Librarian and the numbers after that represent each individual. Students are described by the student codes e.g., S1Y3rd means "S" for student, and the number represents each individual, "Y" for the year of study, and the last number represents the year of study. In addition, a code like P2 was assigned and represents postgraduate student numbers 1, 2, 3 and 4.

Table 4- 1: List of participants and codes

Participants	Code
Librarians	L1 and L2
Focus group1	S1Y1 st , S2Y1 st , S3Y1 st and S4Y1 st
Focus group 2	S1Y2 nd , S3Y2 nd , S3Y2 nd and S4Y2 nd
Focus group 3	S1Y3 rd , S2Y3 rd , S3Y3 rd and S4Y3 rd
Focus group 4	S1Y4 th , S2Y4 th , S3Y4 th and S4Y4 th
Focus group 5	P1, P2, P3 and P4

The chapter is organised according to the themes based on research objectives and those that emerged from the thematic analysis technique applied, and they are listed below.

- Level of awareness of e-resources
- Types of e-resources
- The level use of e-resources
- The purpose and reasons for using e-resources.

- Challenges in accessing e-resources.

4.3 Level of awareness of e-resources

To address the first research objective: *To determine the level of awareness of e-resources among UNAM students at Ogongo Campus*. The following question was asked: **Are you aware of the library e-resources?** In response to the research objective, the students were divided into five focus group discussions of which FG1-FG4 are for undergraduate, and FG5 is for postgraduate. Some students specifically first and second years responded that they were not aware of e-resources, whereas only few from third, fourth and postgraduate indicated that they were aware of e-resources available at Ogongo Campus Library.

All participants who took part in the FG1 stated that they were not aware of e-resources. FG2 participants indicated that they had never heard of, encountered, or been informed of e-resources. However, some of those who were part of FG3, FG4 and FG5 indicated that they were aware of and use e-resources, and some specifically mentioned Google Scholar, e-journals and e-books. They added that they had learnt about e-resources through a library conference and through the library website. A participant from FG5 stated that he had heard about e-resources on several occasions but never tried to use them. Below are a few remarks from students.

“I do not know because I was never taught about e-resources.” (S2Y1st)

“Yes, I am aware of e-resources, and I was informed about it.” (S1Y 3rd)

“Not aware and I never use them” (S4Y3rd)

“Yes and have use specifically Google Scholar.” (S1Y4th)

“Yes, and mostly use e-journals and e-books.” (S4Y4th)

“Yes, aware and access e-resources when on campus, and there was a library conference held at Main Campus.” (P1)

“Yes, aware and access them through the library page” (P2)

“Not really aware but heard about them several time but did not make effort to use them” (P3)

The researcher, through observation, found out that students prefer to go through Google to access e-resources in which case some are restricted and required subscription to be accessed.

4.3.1 Get to know about library e-resources.

To add more information to the research objective: ***To determine the level of awareness of e-resources among UNAM students at Ogongo Campus***, the following question was asked: **How did you get to know about the library e-resources?** This question sought to establish how respondents get to know about e-resources. The undergraduate FG1 to FG4 and postgraduate FG5 were part of the FG discussions. Respondents among all the focus groups indicated that they had not received any notices about e-resources, while few of them indicated they had heard about e-resources. They further explained that they got to know about e-resources through a librarian during student orientation, through notice board, through UNAM website and when borrowing and returning books. Below are some remarks from students.

“I do not know because never come across e-resources information.” (S3Y1st)

“Information about e-resources was placed on the notice board and through the librarian during students’ orientation” (S4Y2nd)

“Through the librarian during orientation” (S1Y3rd)

“Through the librarian during the process of borrowing print books the librarian stated that there are e-books and e-journals that we can access them as the University has subscribe for them.” (S1Y4th)

“Through the librarian during orientation” (S2Y4th)

“UNAM website” (P2)

“Library conference held at Main Campus” (P3)

Nevertheless, opposing to the above, the researcher observed that although students had heard about e-resources, utilisation was still a problem. Most of the students preferred to access other e-resources that are not part of the library subscription. In addition, the researcher also observed that the computer in the library was insufficient, so students had to wait a for long time before they could use the computer for their academic activities. Hence, it is time consuming as students they had classes to attend, and they are only available for few hours.

4.3.2 Are users generally aware of e-resources?

A follow-up question was posed to librarians on awareness of e-resources among students to meet one of the research objectives. The

asked question is: **Do you think users are generally aware of e-resources available in the Ogongo Campus Library?**

Librarians stated that students should be aware of e-resources because several training sessions had been conducted to enable Ogongo Campus students to acquire knowledge on how to access and use e-resources in their educational and research work. Below are a few remarks from students.

“Students are aware of e-resources that are provided at the library site because they usually come to them to ask for articles or certain types of journals or e-books. Therefore, in their request that is when you know that they are aware.” (L1)

“Yes, they are aware, because during the orientation, the students are informed about e-resources as the University of Namibia subscribes to these e-resources. But there is a lot of challenges which is a teaching methodology as lecturers are not giving emphasis on e-resources so that students can make use of them.” (L2)

4.3.3 How users become aware of e-resources.

The researcher further interviewed L1 and L2 to get depth information on what marketing strategy the library was using to make e-resources visible to students so that they can access them. This is also to answer the following research objective: *to determine the level of awareness of e-resources among UNAM students at Ogongo Campus.*

In your experience, how do users in your library become aware of the e-resources available in your library? This question was asked to establish, whether librarians know how the users of the Ogongo Campus Library became aware of e-resources and to answer the following question. L1 and L1 stated that their students become aware

of e-resources through marketing by placing information on the notice board and through an information literacy program. Their remarks were as follows.

“User became aware through marketing, so whenever they receive a procurement list of e-resources, they send a list via email or send a list of databases they have acquired. They normally communicate with academic staff and researchers on email including student representative council, but with students, the library staff always paste notices on their notice board. Through information literacy program that’s where they do more by showing users how to access e-resources and how to retrieve the information” (L1)

“During orientation, students are informed about the e-resources; however, it also depends on the particular module if the lecturer put emphasis on students to make use of e-resources.” (L2)

4.3.4 Awareness campaigns provided by the library.

The researcher further asked the librarians if the Ogongo Campus Library participated in awareness campaigns. The following question was asked: **Does the library provide awareness campaigns to users? Please explain your answer and give examples.** Responses from the librarians shows that they do marketing for the students to become aware of the e-resources. Below are some remarks from librarians:

“Users became aware through marketing, so whenever they receive a procurement list of e-resources, they send a list

via email or send a list of databases they have acquired.”

(L1)

“They normally communicate with academic staff and researchers on email including student representative council, but with students, the library staff always paste notice on their notice board. Through information literacy program that they do more often by showing users how to access e-resources and how to retrieve the information.”

(L2)

4.3.5 Is the library doing enough?

The researcher posed a follow-up question to the librarians to establish how the Ogongo Campus Library promotes awareness of e-resources to students. The question posed in this regard was: **Do you think the Ogongo Campus Library is doing enough to promote awareness and usage of e-resources by students? Please explain your answer.** Below are a few remarks from librarians.

“They cannot say they are doing enough because there is room for improvement. Because when they start at the beginning of the year, they, had trained only few students”. (L1)

However, L1 further continued that there is a policy in placed that encourages students to come to a librarian’s office in a group at any time for training. In addition, the library needs to consider how they market themselves because students are now using social media.

“Yes, this year the library tries to promote as much as they can during the orientation week, through career fair

week and during information literacy program. The library staff at Ogongo decided to partner with the lecturer for research and for computer literacy so that they can train a lot of students because the library computer lab only accommodates 11 students.” (L2)

4.4 Types of e-resources

The following section sought to address the second research objective: *identifying the types of electronic resources available at UNAM’s Ogongo Campus*. The following question was asked: **what types of e-resources does the library have? Kindly mention all that you are familiar with.** The University of Namibia Library has subscribed to e-resources. The question was aimed to establish whether students could identify the types of e-resources.

FG1, FG2, FG3, FG4 and FG5 participants identified the types of e-resources such as e-books, e-journals, past exam papers, and e-articles. Below are some remarks from students.

“E-books and E-journals” (S3Y2nd).

“Past exam paper” (P3)

“E-articles” (P3)

4.5 Types of e-resources available

The librarians were asked to mention the types of e-resources that they offer at the Ogongo Campus Library. Therefore, the following question was asked:

What types of e-resources are available at Ogongo Campus Library?

They mentioned the types of e-resources below.

L1

“E-journals, e- books, past exam paper online, CDs and videos”

L2

“AGORA, Hinari, EBSCOHOST, Google Scholar”

4.6 Types of e-resources most accessed

The study was interested in finding out which type of e-resources were used by students. The following question was asked: **What types of e-resources are mostly accessed in the Ogongo Campus Library?**

The respondents indicated that there were people such as e-resources librarians who monitor the statistics, and they felt that they do not provide accurate information.

“Not sure because those who monitor the access of e-resources they don't provide accurate information.” (L1)

The e-resources that are mostly accessed are:

E- articles and e-books; videos and CDs. However, we do not normally give to individual but to a group of students, and the lecturer is responsible to come and borrow the CDs or videos. (L2)

4.7 The use of e-resources

To address the following objective: *to establish the level of use of e-resources among UNAM students at Ogongo Campus*. The following sub-theme addresses this

objective: *the frequency use of e-resources by students and increase the use of e-resources among students.*

4.7.1 Use of e-resources by students

To enable the researcher to achieve this objective, respondents were asked to indicate how often they used e-resources. The following question was asked: **Do you use e-resources?** The responses show that a large number of the students accessed e-resources on a daily basis; some used it weekly, minimal time only when doing assignment, once a week and frequently. Below are some remarks from students.

“Yes, on daily basis especially that now it is e-learning time.” (S2Y1st)

“Yes, once a week especially Google Scholar”. (S3Y2nd)

“At minimal time only when doing assignment”. (S1Y 3rd)

“Yes, on daily basis because of the research and when doing assignment”. (S4Y4th)

“Yes, use e-resources frequently because of the research”. (P1)

4.7.2 The level use of e-resources by students

Librarians were asked the same question to indicate the use of e-resources by students. The question asked was: **How often do you think e-resources are used in the Ogongo Campus Library? Please explain.** Below are some remarks from the librarians.

“On regular basis because students always come to the library every day to request for articles or some request via email”. (L1)

“On daily basis mostly used by 3rd and 4th year students”. (L2)

4.7.3 Increasing the use of e-resources among students.

The last follow-up question sought to obtain recommendations from students on what they felt the Ogongo Campus Library should do to increase usage of e-resources. **What do you suggest/ recommend the Ogongo Campus Library should do to increase the use of e- resources by students?** The majority of these responses suggested that the Ogongo Campus Library should communicate or promote e-resources on various platforms, especially digital ones. While only a few respondents suggested that the Ogongo Campus Library should involve the student representative council (SCR) responsible for Academic Affairs to convey the message to students. Other recommendations and responses from all five focus groups are noted below.

- The student representative must be involved so that they can inform the students about e-resources.
- Provide information using different types of communication so that students will be more aware.
- The librarian must give more information to the students.
- Librarian needs to inform each class via the lecturer for awareness purposes.
- The librarian together with the SRC for Academic Affairs should have an open discussion on what e-resources are used, and there should be practicals for students to know how to use and access e-resources.
- The SRC for Academic Affairs should open a discussion forum on Moodle to inform student about e-resources.

- The library should get enough computers because it is discouraging to find the library computer lab occupied every time.
- Information should be displayed on a platform that is accessible to students such the student portal.
- Awareness should be spread especially to first-year students because they are struggling to get information. Librarian should make a poster on how to search information on the library database, for example, keywords from assignments they are doing.
- By spreading awareness through digital platforms such as the student portal and sending a text message to all registered students for each academic year. This text should explain how students can utilise e-resources for their own benefit.
- Marketing should be done in a way that attracts first-year students and should clearly explain why they need to make use of e-resources.
- The librarian and lecturers should collaborate to make students aware and make use of e-resources.
- They should raise awareness of e-resources.
- Through student events
- Make announcement on portal about the usefulness of e-resources.
- Print some flyers and distribute during registration.
- Orientation specifically at the beginning of the year

- Improvement of internet access to e-resources on certain links and mobile phones.

4.7.4 Purposes and reasons for using e-resources (students' responses)

The fourth objective of the study was to establish the purposes and reasons for using e-resources. It was of importance for the study to determine the reasons that led students to use e-resources. Students were asked to indicate the purpose of using e-resources. The following question sought to realise the objective: **Can you tell me for what reasons and purposes you use e-resources?** Most of the students indicated that they did not use e-resources; however, some respondents stated that they used e-resources to access general information, for assignments, to add to existing information, for leisure, to get information for a specific topic as well as for research purposes. Some of the responses to the above question are noted below.

“To gain general information and get information for assignment” (S4Y2nd)

“For assignment and to add to existing information as well as for leisure” (S1Y3rd)

“To gather information on a specific topic” (S3Y4th)

“Enhancing education” (P1)

“Writing research paper” (P2)

4.7.5 Purpose and reasons for using e-resources (librarians' responses)

The librarians were asked the following question: **Why do you think users use e-resources?**

“To fulfil or complete their assignment. Students are using them to complete their studies, their research and

postgraduates use e-resources to find current information.” (L1)

“To supplement their academic literature” (L2)

4.8 Challenges in accessing e-resources.

The fifth research objective of the study aimed to explore factors that were hindering the use of e-resources among students at the Ogongo Campus library. This objective was addressed by the following theme: *factors hindering the use of e-resources among students.*

4.8.1 Factors hindering the use of e-resources among students.

The fifth objective sought to determine the factors hindering access of e-resources by students. Students were asked to identify the difficulties they encounter when accessing e-resources. They were asked to respond to the question: **What difficulties do you encounter when using e-resources in the Ogongo Campus Library?** The majority of the students indicated slow internet, lack of computers and that the university does not subscribe to the full text only abstract available as the main challenges that they encountered.

“Slow internet” (S4Y2nd)

“The university sometimes has only subscribed to the abstract not a full text, so it is time consuming as you need to request the full text via the librarian.” (S1Y 3rd)

“Lack of computers in the library as not every student has a smart phone or laptop” (S4Y 3rd)

In addition, the researcher asked the librarians the question: **What do you think are the difficulties students face when accessing e-resources?**

Both L1 and L2 mentioned the difficulties below.

“Slow internet connection, during the rainy season the electricity is not stable; it is always on and off. However, the Campus has now a generator which is a backup whenever there is a challenge of power.” (L1)

“Slow internet and lack of skills on academic side as there is no proper co-ordination.” (L2)

4.9 Summary

This chapter presented the results of the study. The qualitative data was analysed by assigning codes using the responses and identifying common characteristics in the responses and creating themes. The qualitative data collected from the interviews was analysed using thematic content analysis. It was coded and organised according to themes. The results of the study were discussed in detail in this chapter. It was found that only few students out of 20 were aware of e-resources and were using the e-resources that were made available at the Ogongo Campus Library. The results revealed that the most popular types of e-resources used were e-journals and e-books. A variety of problems experienced by students when using e-resources were discussed. Issues of slow internet, limited subscription (to abstracts only) and a lack of computers were identified to be hampering access to e-resources. The findings of this chapter are interpreted in the following chapter.

CHAPTER FIVE

DISCUSSIONS AND INTERPRETATIONS OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses and interprets the research data presented in Chapter four. Discussion of the results attempts to find patterns in the data and examines whether the literature agrees or disagrees with the interpretations (Welman, 2005). The nature of the chapter is further explained by Bui (2009) who mentions that a findings discussion chapter should contain a summary of the main findings along with a brief interpretation. The aim of this study was to gain an understanding of the awareness and use of e-resources by UNAM's Ogongo Campus students.

There were five research objectives that informed this study and a theoretical framework that was used to explain the basis of the study. The theory which informed this study is based on TAM model to determine the ease of use, perceived usefulness, and the behaviour intention to use e-resources. The discussion of the findings is presented under the following themes:

- level of awareness and usage of e-resources.
- types of available e-resources.
- the level use of e-resources.
- the purpose and reason for using e-resources and
- challenges in accessing e-resources.

5.2 Awareness and usage of e-resources

The first objective of this study was aimed at investigating the level of awareness and usage of e-resources among students at the Ogongo Campus Library.

The study found that some of the respondents were not aware of the e-resources that were available in the Ogongo Campus Library. This is in contradiction to the study conducted by Thanuskodi (2012) which stated that most users were aware of the availability of e-resources. The study revealed that majority of the respondents were not aware of the resources, whereas few indicated that they were aware of e-resources available at the Ogongo Campus Library. This implies that the library needs to create awareness about the existence of e-resources in the Ogongo Campus Library that can be used by students in their academic work. Although the librarians made an effort by informing students about availability of e-resources in the library, most of the students were still not using e-resources.

The library staff indicated that they provide awareness through library notices, student orientation and during information literacy training. This shows that the efforts are not yielding effective results with students, and another strategy needs to be implemented. Hence, this would be effective for teaching and learning due to the many advantages that accompany e-resources (Kwadzo, 2015; Okiki, 2012). In addition, some students noted that they had never heard of e-resources. In Abinew and Vudas' (2013) study on the acceptance and use of e-resources library services in Indian universities, respondents were asked about their awareness of available electronic library services by answering *yes*, *no* or *partially*.

Most of the participants (57.97%) answered partially suggesting that they had limited knowledge about the existence of e-resources and did not know them well and in detail. Some student's respondents that they were aware of e-resources. This was supported by Aina (2014) who also stated that the majority of respondents were aware of e-resources. In addition, these findings are in agreement with Angelo (2010) who also found that the rate of awareness of e-resources among livestock researchers in Tanzania was very low.

A study conducted by Egberongbe (2011), which also found that postgraduate researchers were more aware of and have access to e-resources, agrees with this study. Similarly, a study by Chirra and Madhusudhan (2009) also undertook a survey on the use of electronic journals by doctoral research scholars at Goa University, India; it revealed that all participants who were PhD students were 100% aware of the e-journals and accessed them.

The findings of this study further reveal that some respondents (S1Y1st; S2Y1st ; S3Y1st and S4Y1st ; S1Y2nd , S2Y2nd and S3Y2nd ; S2Y3rd; S3Y3rd and S4Y3rd) indicated that they had not received any notices about e-resources, whereas an equal number (S1Y3rd ; S4Y2nd ;S1Y4th ; S2Y4th ; S3Y4th and S4Y4th ,P1, P2 and P3) indicated that they had received notices about e-resources. On the other hand, (S4Y2nd and P4) of the respondents did not respond to the question. This shows that the library needs to create awareness about e-resources through marketing strategies to reach out to more students. The researcher observed that to create more awareness, marketing could be undertaken using digital notice boards, if available, as they attract more library users.

In respect of the librarians interviewed as part of this study and as per the findings in this regard, the librarians assumed that some students were aware of e-resources because some used to request e-journals and e-books. In addition, the librarians also indicated that the library provided orientation to the students at the beginning of the year as well as during information literacy training which, in their view, should be sufficient to create awareness. This is in line with the study conducted by Kwadzo (2015) which highlighted three interrelated dimensions of awareness and use of e-resources. Library users may be aware of and use available e-resources. However, sometimes library users are aware of the e-resources but do not use them or are unaware of them and therefore do not use them.

In the final analysis of awareness, the findings revealed that the library was making all efforts to promote e-resources. However, the librarians also stated that they had informed students about e-resources through orientation, through the career fair week and during the information literacy program.

5.3 Types of e-resources

The second objective of the study was to investigate the types of e-resources available to students at the Ogongo Camus Library. This section discusses the types of e-resources available at the Ogongo Campus Library and the types of accessible e-resources.

5.3.1 Types of e-resources available at Ogongo Campus Library

The study established that only few students were familiar with e-resources, and they listed the following types of e-resources: e-books, e-journals, e-articles, and past exam

papers. The students could not mention many of them because majority responded that they did not know any type of e-resources. Shuling (2017) stated that e-resources include electronic journals, online databases (Agora, Jester, EBSCOHOST; HINARI); electronic books; locally-loaded databases; websites; CD-ROMs; electronic text; electronic abstracts and indexing databases such as MEDLINE; E-News; e-images and e-music. However, librarians in this study mentioned the types of e-resources available at Ogongo Campus Library such as: e-journals; e-books; past exam papers online; CDs and videos; AGORA; HINARI; EBSCOHOST and Google Scholar. This is confirmed in the study conducted by Muitherero (2016) which identified e-resources that are widely used by the faculty of agriculture at the University of Nairobi such as Access to Online Global Research in Agriculture (AGORA). It is one database that offers the most wide-ranging coverage of agricultural information, and it is available at the Ogongo Campus Library as well.

5.3.2 Types of e-resources accessed.

The study revealed that the most frequently used e-resources are e-books and e-journals followed by e-articles and past exam papers. This is in support of Table 1 in Chapter 2 about usage statistics sources. The table shows usage statistics of e-resources such as AGORA, ESBCO, Emerald and Science Direct at the University of Namibia. The figures indicate that 37% of usage was recorded in 2014; in 2015 the usage was 40%; in 2016 the usage statistics were 165%, and in 2017 it was at 7%. Regarding the type of databases accessed, Haider (2012) stated that AGRIS was the most frequently used by postgraduate students, followed by CAB, Agriculture & Natural Resources and AGRICOLA. This is an indication that students used e-resources, although statistics have dramatically changed in 2017. This could be due to some factors

constraining the use of e-resources, and this study revealed these are factors such as slow Internet, lack of computers and limited subscription (to abstracts only).

5.4 The use of e-resources

This section discusses the findings that show how the e-resources were being used at the Ogongo Campus Library.

5.4.1 The level of use of e-resources by students

The third aim of the study was to examine the use of e-resources by students. The aim of this study objective was to find out the extent of the use of e-resources by students at Ogongo Campus. The following sub-topic addresses this objective: *frequency of student use of e-resources and increasing student use of e-resources*.

Based on the TAM model used for the study, its variables Perceived Usefulness (PU) and Perceived Behaviour Intent were used to map the third research objective. The results of the study indicated that perceived usefulness had a significant impact on behavioural intention when it came to accessing and using e-resources available at Ogongo Campus. In line with the TAM model, the study aimed to show how e-resources were accessed and used at Ogongo Campus Library. This was achieved by examining the frequency of use that led to the access and use of e-resources in academic libraries. The results of the study show that students accessed e-resources daily, some weekly, with minimal time commitment to completing tasks, once a week and frequently. Madhusudhan (2010) claims that frequency of use of e-resources is the most important and fundamental aspect in terms of assessing the usefulness of e-resources. The frequency of use of e-resources depends on the type of collection, maintenance, and services of the library. The results showed that the frequency of use influences the usage behaviour and has a strong influence on students' use of e-

resources. Many factors influence variable behavioural intent including conditions of use and lack of skills. The results of the present study are consistent with the TAM model theory in which perceived usefulness and behavioural intention interact. For example, if students have no reason for using e-resources or they lack skills to access e-resources these will affect the frequency of e-resources.

5.4.2 The frequency at which students use e-resources.

The findings reveal that respondents use e-resources at different frequencies. The frequency of use of e-resources refers to the number of times that a particular e-resource was used by a respondent, such as weekly or frequently (Madhusudhan 2009). The findings of the present study indicate that the student population used e-books and journals more frequently than others. It was further found that the majority of respondents who did use e-resources mostly used them weekly and frequently. This is confirmed by a study conducted in India which indicated that 51.11% of the postgraduate students visited the library 2-3 times a week, whereas 46.81% of the scholars visited the library 2-3 times a week (Haider, 2012). This was also supported by Madhusudhan (2009) who states that the most popular frequency among research scholars at Goa University is once a week, which is 16.6%.

In a study by Swain and Panda (2009) aimed at examining frequency of use of electronic information resource databases among college students, results showed that sixty-one (61) participants recorded daily use; twelve (12) respondents used it weekly; six (6) respondents said they use it every two weeks; five (5) respondents said they use it once a month, and three (3) respondents said they used it infrequently. Thanuskodi (2012) found that 48.88% of postgraduate and research scholars used e-resources; 23.34% used them daily, and 21.12% used them twice a week.

5.4.3 Increasing the usage of e-resources.

Students were asked in a follow-up question on how the usage of e-resources can be promoted among users in the library. Most of the students who answered this question mentioned that awareness programmes should be set up during the academic year to enable the library to promote and inform their users about what types of e-resources are available for students to use. Students indicated that the Ogongo Campus Library should communicate or promote e-resources on various platforms especially digital ones because there is a great need for information dissemination among users to increase the frequency of use.

5.5 Students' purposes and reasons for using e-resources.

The fourth objective was to understand the purpose and use of e-resources. It is important to understand the purpose of library users' use of e-resources. Respondents were asked to provide reasons for using e-resources. Results from this question showed that students used e-resources for different reasons. The study revealed that respondents used e-resources to obtain general information, for assignments, to add to existing information, for leisure, to get information on a specific topic and for research purposes. The results of this study showed that there were different situations where users use e-resources, and this was supported by several studies conducted worldwide. This showed that e-resources in academic institutions are mainly used for learning; education; research; updating of knowledge and completion of assignments; reading articles; writing research proposals; exam preparation; discussions and accelerating information retrieval to support instruction, career development and growth (Ahmad, 2013a; Ahmed, 2013b; Aramide & Bolorinwa, 2010; Egberongbe, 2011; Nagarajan, 2017). This is also supported by the TAM model theory which states that a person

believes that using the system will help them achieve improvements in job performance (Venkatesh et al., 2003).

5.6 Difficulties in gaining access to e-resources.

The fifth objective was: *to ascertain the difficulties faced by the students when using electronic resources*. This objective was addressed by the following sub-themes: *factors hindering the use of e-resources by students*.

5.6.1 Factors hampering the use of e-resources by students.

Answers to questions regarding problems encountered by students in the present study were similar to studies by other researchers discussed in Chapter Two. Studies conducted by Madhusudhan (2010); Ahmed (2013); Ndinoshiho (2010); Tariq and Zia (2014) all found that most respondents using e-resources experienced difficulties with slow internet connections. Due to insufficient bandwidth, slow connectivity was identified as a problem by several respondents. Students were also asked to explain what obstacles might prevent them from using e-resources. Their answers ranged from slow internet connection, lack of computers and lack of skills. The results of this study are consistent with those from a study by Ndinoshiho (2010) who found that many electronic resources were significantly underused by nursing students at Oshakati Northern Campus of the University of Namibia. The main obstacles identified were a lack of computers, unreliable internet connection and a lack of skills. These results are consistent with Chu and Law (2005) who claimed that knowledge, search experience and use of databases by students increases as students' progress in their studies. Thus, familiarity with and use of various databases develops as students' progress in their studies, and this familiarity is gained by mentoring and promoting the databases to

them. This is consistent with the TAM model theory (Venkatesh et al., 2003), in which it is noted that a person believes that using the system will help them improve their job performance.

5.7 Summary

This chapter discussed the findings of the study. The study findings revealed that some students specifically first- and second-year students were not aware of e-resources among Ogongo Campus students. The findings also suggested that there was a need for adequate training and marketing of e-resources using different platforms to increase awareness and usage of e-resources among students. This can be assessed from the responses given by students. The findings also revealed that, as much as some the respondents were aware of e-resources, they were not utilised to the same degree as their awareness. E-books and e-journals were revealed to be the types of e-resources most accessed, followed by e-articles and past exam papers. The findings also identified that lack of facilities such as computers, slow internet connection and limited subscriptions to abstract database only were some of the barriers to accessing e-resources. The following chapter provides an overview of the summary of findings, conclusions, and recommendations.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENTATIONS

6.1 Introduction

The previous chapters presented, discussed, and interpreted the data obtained through the semi-structured interviews, focus group discussions and observations. This chapter presents a summary of the findings, conclusions drawn from the findings and recommendations drawn from the conclusions. The chapter ends with suggestions for further studies. The chapter, in a nutshell, provides a concise response to the research questions of the study.

In an overview, the study investigated the awareness and usage of e-resources among students at UNAM Ogongo Campus in the Omusati Region of Namibia. The objectives of the study were:

1. To determine the level of awareness of e- resources among UNAM students at Ogongo Campus
2. To identify the types of e- resources available at UNAM Ogongo Campus
3. To establish the level of use of e-resources among UNAM students at Ogongo Campus
4. To establish the purpose and reasons for the utilisation of electronic resources
5. To ascertain the difficulties faced by students when using electronic resources.

6.2 Summary of findings

6.2.1 Awareness of e-resources

The outcomes of this study revealed that e-resources were not common among first and second-year undergraduate students. Students claimed that they were not aware of the e-resources because they were not informed about them. Postgraduate students, however, showed an awareness of the e-resources. Evidence showed that some of them accessed some e-journals in their research studies. Despite less awareness of e-resources among the undergraduate students, a few of the students had once received some notifications of some of the e-resources available at the Ogongo Campus Library. Notifications with coaching on how to access and use e-resources would not help the students. The study also found out that librarians hold strong perceptions that students were aware of the e-resources available at Ogongo Campus Library because they conduct orientation and library information literacy training at the beginning of the year.

6.2.2 Types of e-resources available at Ogongo Campus Library.

Although the Ogongo Campus Library has subscribed to different re-resources such as e-journals; e-books; online past exam papers; CDs and videos; AGORA; HINARI; EBSCOHOST and Google Scholar. Students were aware of e-books, e-journals, e-articles, and past exam papers. They were also aware of the coverage of agricultural information which is available at the Ogongo Campus Library.

6.2.3 The use of e-resources.

The results showed that the use of e-resources is affected by behavioural intention, such as usage conditions and the availability of ICT skills. The study found that the accessibility to use e-resources at the Ogongo Campus Library was more influenced by external factors such as awareness of e-resources available to the students. This implies that if the students are not aware or have no intention to make use of e-resources either for their assignment or research they will rather not make use of it.

6.2.4 Purpose and reasons for the utilisation of e-resources.

It can be concluded from the findings of this study that the e-resources at the Ogongo Campus Library were mostly used by students who are under pressure to search for information required, to complete their assignments or research studies. The findings of the study revealed that e-resources were being used for gathering information for assignments, research purposes and accessing general information.

6.2.5 Difficulties faced by the students when using e-resources.

The following challenges were encountered by the students who used e-resources at the Ogongo Campus Library.

- Slow internet
- Lack of computers
- Subscription to an abstract database only.

6.3 Conclusions

In this context the main findings of the research were concluded. This was arranged according to the objectives of this study namely: to determine the level of awareness

of e-resources among UNAM students at Ogongo Campus; to identify the types of e-resources available at Ogongo Campus; to establish the level of use of electronic resources among UNAM students at Ogongo Campus; to establish the purpose and reasons for the utilisation of electronic resources and to ascertain the difficulties faced by the students when using electronic resources.

6.3.1 Awareness of e-resources

Some students such as first and second years students were not aware of the availability of e-resources, and only few of them accessed and used them. This study concluded that e-resources were not being adequately introduced in guidance and information literacy classes, particularly for undergraduate students. However, an effort by the librarian to create awareness during the orientation and information literacy program was noted. Postgraduate students are more exposed to e-resources due to the demands of their studies especially when completing assignments and doing research. It can also be concluded that notifying students about the available e-resources is not enough to support them. Both the students and librarians made a point of raising awareness among the students so that they can use e-resources.

6.3.2 Types of e-resources

The study concludes that the Ogongo Campus Library subscribes to the type of e-resources; however, students need access to support their academic work and learning. Librarians listed the types of available resources such as e-journals, e-books, and online past exam papers; CDs; videos; AGORA; HINARI; EBSCOHOST and Google Scholar as more useful to students in supplementing their research. It can also be concluded that students at Ogongo Campus who use e-resources have a limited scope

to e-books, e-journals, e-articles, and past exam papers which only have agricultural information.

6.3.3 Level use of e-resources.

Based on the findings of the study, it can be concluded that the frequency of e-resources at the Ogongo Campus Library depends on the awareness of the resources available to users. The results showed that frequency of use affected behavioural intention such as usage conditions. The study found that the level of usage of e-resources was low because most of the students were not aware of the e-resources. The level of awareness and frequency use of e-resources is determined by the large number of students that are aware and make use of e-resources. This implies that librarians need to find a better means of outlining the usefulness of using e-resources to students. The study noted that the frequency of use can also be affected by lack of computers in the library.

6.3.4 Purpose and reasons for using e-resources.

It can be concluded from the findings of this study that the e-resources at Ogongo Campus Library are mostly used by students who are under pressure to search for information required to complete their assignments or research studies. The study revealed that e-resources were being used for gathering information for assignments, research purposes and gaining general information.

6.3.5 Challenges in e-resources usage

The conclusions of the study show that the use of e-resources is hampered by the following challenges: slow internet connectivity, lack of knowledge to access and use e-resources and inadequate access to computers to access the e-resources. Some students were not aware of the e-resources available in the library.

6.4 Recommendations from the study

Based on the results of the study, the following recommendations are made with an attempt to improve the use of e-resources at the Ogongo Campus.

- It is recommended that librarians should come up with campaign programs on the usage of e-resources in their field of studies.
- The study recommends implementing a comprehensive information literacy training program. This program should focus on equipping students with the following specific skills and knowledge: effective search strategies; database navigation; citation and referencing; copyright and fair and effective use of library resources and digital literacy.
- It is recommended that the library should ensure continued provision of current and up-to-date e-resources.
- It is recommended that the acquisition department at the university should purchase databases that are user-friendly and easy to use.
- UNAM is also encouraged to equip the Ogongo Campus Library with more computers so that more students can access e-resources timeously.
- In line with the TAM model theory of this study based on these data the Ogongo Campus Library, users believed that using the system through access

to and use of e-resources would assist them in attaining their academic performance, and the behaviour intention of users has been found to be influenced by their intention to access e-resources and determine the user acceptance and use of such resources. It was clear that perceived usefulness as referenced in the TAM model had a significant influence on behaviour intention when it came to accessing and using the available e-resources at the Ogongo Campus Library.

6.4.1 Areas for further research

As a direction for future research, the following recommendations are made to those who would like to pursue further studies on this topic.

- This study focused on one UNAM campus. UNAM has many campuses around the country, such as Hage Geingob Campus; Jose Eduardo dos Santos Campus; Rundu Campus; Hifikepunye Pohamba Campus; Katima Mulilo Campus; Oshakati Campus; Neudamm Campus; Khomasdal Campus and Southern Campus. Studies that evaluate the use and appropriateness of e-resources at all the campuses are recommended to establish a better solution to this problem.
- The current study focused on the e-library/virtual only. As technology drives library users from the traditional book library, it is important to conduct studies whose outcomes would help to equip the traditional library to upgrade its services.
- The current study did not exhaust the variables of the TAM model with regards to the scope. A critical component that focuses on the impact of access was emphasised. Further studies on this aspect are therefore recommended.

6.5 Final conclusions

This study achieved its overall aim of investigating the awareness and usage of e-resources among students at Ogongo Campus. It has been found that only few students were aware of e-resources and make use of them. The study revealed that there was lack of computers and slow internet which hindered access to e-resources among the students. Assessing e-resources awareness among library students is critical in enhancing information literacy, meeting user needs, keeping up with technological advancements and ensuring efficient resource allocation. By doing so, libraries can provide high-quality services that meet the diverse needs of their communities in the digital age.

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APPENDICES

Appendix A: Ethical Clearance Certificate



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: HREC-NH/03/09/2020

Date: 30-09-2020

This Ethical Clearance Certificate is issued by the University of Namibia Research- Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: AN INVESTIGATION ON THE AWARENESS AND USAGE OF E-RESOURCES BY THE UNIVERSITY OF NAMIBIA (UNAM) STUDENTS: A CASE STUDY OF OGONGO CAMPUS

Nature/Level of Project: M.A. (NON-HEALTH) (NQF9)

Researcher: UUKONGO WILKA NANDJAMBI

Student Number: 200950509

Faculty: HUMANITIES AND SOCIAL SCIENCES

Supervisor(s): DR C.M. BEUKES-AMISS & MR W. UUTONI

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

REC wishes you the best in your research.

A handwritten signature in blue ink, appearing to read 'H.L. Beyer', is written over a faint, illegible printed name.

Prof. H.L. Beyer, Deputy Chair: HREC-NH
pp Chair: HREC-NH

Appendix B: Research Permission



CENTRE FOR RESEARCH SERVICES
Office of the Pro-Vice Chancellor: Research Innovation and Development
UNIVERSITY OF NAMIBIA, Private Bag, 13301 Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park, Office F224

RESEARCH PERMISSION LETTER

Date: 22/09/2021

Student Name: UUKONGO WILKA NANDJAMBI
Student Number: 200950509
Programme: MASTER OF ARTS (LIBRARY AND INFORMATION SCIENCE)

Approved Research Title: AN INVESTIGATION ON THE AWARENESS AND USAGE OF RESOURCES BY THE UNIVERSITY OF NAMIBIA (UNAM) STUDENTS: A CASE STUDY OF OGONGO CAMPUS

TO WHOM IT MAY CONCERN

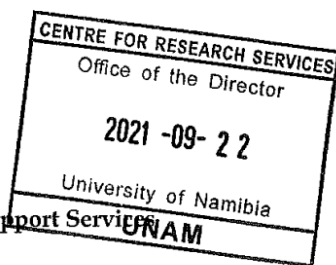
I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to read 'AEE Shikongo'.

Dr. AEE Shikongo
Head: Postgraduate Support Services
Tel: +264 61 206 3129
E-mail: aeshikongo@unam.na



Appendix C: Research instrument: Interview guide for subject and acquisition librarians

I am Wilka Nandjambi Uukongo, a Master of Arts student in Library & Information Science with the University of Namibia. This research aims to investigate the awareness and usage of e-resources by the University of Namibia students: a case study of Ogongo Campus. All the information will be treated with utmost confidentiality and since participation is voluntary, participants are free to withdraw from the interview at any time.

Awareness of e-resources

1. Do you think users are generally aware of e-resources available in the Ogongo Campus Library? Please explain based on your answer.
2. In your experience, how do users in your library become aware of the e-resources available in your library.
3. Does the library provide awareness campaigns to users? Please explain your answer and give examples.
4. Do you think Ogongo Campus Library is doing enough to promote awareness and usage of e- resources by students? Please explain your answer

Types of e- resources

5. What types of e-resources are available in the Ogongo Campus Library?
6. What types of e-recourses are mostly accessed in the Ogongo Campus Library?

The use of e-resources

7. How often do you think e-resources are used in the Ogongo Campus Library?
Please explain.

Purpose and reason for using e-resources.

8. Why do you think users use e-resources?

Challenges accessing e-resources.

9. What do you think are the difficulties' students face when accessing e-resources?

Thank you very much for your time.

Appendix D: Research instrument: Focus group interview for students

I am Wilka Nandjambi Uukongo, a Master of Arts student in Library & Information Science with the University of Namibia. This research aims to investigate the awareness and usage of e-resources by the University of Namibia students: a case study of Ogongo Campus. All the information will be treated with utmost confidentiality and since participation is voluntary, participants are free to withdraw from the focus group interview at any time.

Awareness of e-resources

1. Are you aware of the library e-resources? Please motivate your answer
2. How did you get to know about the library e-resources?

Types of e- resources

3. What type of e-resources does the library have? Kindly mention all that you are familiar with.

The use of e-resources

4. Do you use e-resources? Please motivate your answer by specifying how often?
5. What types of e-resources do you use? Kindly avail feedback in turns on an individual basis.
6. What do you suggest/recommend Ogongo Campus Library should do to increase the use of e- resources by students?

Purpose and reason for using e-resources.

7. Can you tell me for what reasons and purposes you use e-resources?

Challenges accessing e-resources.

8. What difficulties do you encounter when using e- resources in the Ogongo
Campus Library?

Thank you very much for your time.

Appendix E: Research instrument: Observation checklist for Ogongo Campus library

I am Wilka Nandjambi Uukongo, a Master of Arts student in Library & Information Science with the University of Namibia. This research aims to investigate the awareness and usage of e-resources by the University of Namibia students: a case study of Ogongo Campus. All the information will be treated with utmost confidentiality and since participation is voluntary, participants are free to withdraw from the observation at any time.

Awareness of e-resources:	Yes	No
Users are accessing e-resources		
Posters are displayed on how to access e-resources		
Library staff explain to students, how to access e-resources		
The use of e-resources:	Yes	No
e-resources are being accessed		
e-resources are fluently used		
Types of e-resources:		
Purpose and reason for using e-resources:		
Difficulties experienced when accessing e-resources:		

Appendix F: Consent form: students

TITLE OF RESEARCH : AN INVESTIGATION ON THE AWARENESS AND
USAGE OF E-RESOURCES BY THE UNIVERSITY
OF NAMIBIA (UNAM) STUDENTS: A CASE
STUDY OF OGONGO CAMPUS

RESEARCHER : Ms. Wilka Uukongo
Master of Arts in Library and Information Science
Department of Information & Communication Studies
University of Namibia
+264 81 3525960
wilkauukongo@gmail.com

Research Information

This research aims to investigate the awareness and usage of e-resources by the University of Namibia students: a case study of Ogongo Campus. Students will participate in focus group discussions, which will take approximately 45 minutes.

You have been selected as a prospective participant as your input would be of great significance to this study. All responses are confidential hence, anonymity will be granted, and your privacy will be protected. Permission is required from participants to be recorded. Please note that participation is voluntary, and you are free to decline participation for any reason known by you.

This study will benefit Ogongo Campus Library, and it will provide guidelines on how the library can increase the level of awareness and usage access of electronic resources in the library.

For any questions or further clarifications regarding this research, please feel free to contact me or my research supervisors, Dr Maggy Beukes-Amiss, e-mail: cmbeukes@unam.na. or Mr Wilhelm Uutoni, email: wuutoni@unam.na

If you voluntarily agree to participate in this research, kindly indicate your consent by signing below:

Name	Signature	Date
.....

Appendix G: Consent form: staff

TITLE OF RESEARCH : AN INVESTIGATION ON THE AWARENESS AND
USAGE OF E-RESOURCES BY THE UNIVERSITY
OF NAMIBIA (UNAM) STUDENTS: A CASE
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RESEARCHER : Ms. Wilka Uukongo
Master of Arts in Library and Information Science
Department of Information & Communication Studies
University of Namibia
+264 81 3525960
wilkauukongo@gmail.com

Research Information

This research aims to investigate the awareness and usage of e-resources by the University of Namibia students: a case study of Ogongo Campus. Library staff will be interviewed for approximately 30 to 45 minutes.

You have been selected as a prospective participant as your input would be of great significance to this study. You have been selected as a prospective participant as your input would be of great significance to this study. All responses are confidential hence anonymity will be granted, and your privacy will be protected. Permission is required from participants to be recorded. Please note that participation is voluntary, and you are free to decline participation for any reason known by you.

This study will benefit Ogongo Campus Library, and it will provide guidelines on how the library can increase the level of awareness and usage access of electronic resources in the library.

For any questions or further clarifications regarding this research, please feel free to contact me or my research supervisors, Dr Maggy Beukes-Amiss, e-mail: cmbeukes@unam.na. or Mr Wilhelm Uutoni, email: wuutoni@unam.na

If you voluntarily agree to participate in this research, kindly indicate your consent by signing below:

Name	Signature	Date
.....

Appendix H: Language Editing Certificate

29 March 2023

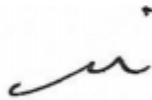
To whom it may concern

Thesis Language Editing – Wilka Nandjambi Uukongo

This letter serves to confirm that the thesis titled AN INVESTIGATION INTO THE AWARENESS AND USAGE OF E-RESOURCES BY THE UNIVERSITY OF NAMIBIA STUDENTS: A CASE STUDY OF OGONGO CAMPUS by Wilka Nandjambi Uukongo was submitted to me for language editing.

The thesis was professionally edited, and track changes and suggestions were made in the thesis. The research content and the author's intentions were not altered during the editing process, and the author has the authority to accept or reject my suggestions.

Yours faithfully,



Dr Selma Ashikuti

Email: ashikutisn@gmail.com

Cell: +264 81 287 3266

PhD in Education (Language Policy and Planning)

M.A. in Teaching English to Speakers of Other Languages (TESOL)

B.A. in English and French