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Network Literacy and Utilization of Electronic Resources Among University Students: The Case of Kabarak University, Kenya

Fredrick Omondi Owidi[1], Rose Njoroge[2]

[1]*Department of Library and Information Science, Kenyatta University, Kenya*
[2]*Lecturer, Department of Library and Information Science, Kenyatta University, Kenya*

ABSTRACT

Libraries acquire and facilitate access to electronic information resources that support core functions of universities they serve. Despite substantial investments by universities in infrastructures and resources to facilitate access to electronic resources, studies have revealed that these resources are at times not optimally utilized as expected. Network literacy is defined as the knowledge of web-based information resources, ability to effectively use ICT tools to access resources available online, ability to judge the relevance of information retrieved, and capability to use computer-mediated communication tools to manage or utilize the accessed information. The purpose of this study was to assess network literacy and utilization of electronic resources among Kabarak University students in Kenya and consequently provide some insight into usage of networked resources at the university. Objectives of the study entailed assessing users' awareness of internet applications and utilization of electronic resources; assessing users' awareness of Social Networking Sites (SNS) and utilization of electronic resources, establishing the levels of user awareness of electronic resources available at Kabarak University, evaluating users' competencies in using electronic resources and establishing challenges encountered in utilizing electronic resources at Kabarak University. The study was anchored on the Digital Library model that depicts users' interaction with networked environments, taking into consideration the various systems involved. The study was undertaken at Kabarak University main campus library. Stratified sampling was used to segregate students and librarians whose opinions were also sought on matters covered by the study. Simple random sampling was used to select students for the study while purposive sampling was employed to select resourceful librarians for the research. The study adopted a descriptive research design and used an approach where qualitative and quantitative data were gathered using a set of structured questionnaires that contained open and close ended questions based on objectives that guided the study. The questionnaires were first pilot – tested at Moi University Eldoret Town campus to determine their validity and also subjected to Cronbach's Alpha reliability test to determine that acceptable internal reliability levels were attained. These questionnaires were then directly issued to the selected respondents. Analysis of the collected data was done using the Statistical Package for Social Science (SPSS) software version 23 and thereafter, responses arranged in themes as appropriate. Frequencies and percentage distributions were used to highlight patterns in the data and facilitate interpretation. Among the findings was that students were aware of existence of electronic resources though some of them were not aware of what these electronic resources entailed specifically, and that among the greatest challenges they faced in using the electronic resources were slow internet connectivity speeds and inadequate points of accessing the internet. The study also established that the library relied majorly on orientation to sensitize students on electronic resources. Reinforcement and regularly conducting orientation programmes were recommended as a means of promoting network literacy at the University.

Key Words: *User Awareness of Internet Applications, User Awareness of Social Networking Sites, User Awareness of Electronic Resources, Users' Competencies in Using Electronic Resources, Challenges Encountered in Utilizing Electronic Resources*

1. Introduction

With the fast-paced technological development witnessed in libraries and the world in general in the 21st century, a paradigm shift from the reliance on paper based resources to web based resources for both academic and research purposes has taken place (Muthu, 2014). The academic importance of the web-based resources denotes that they are crucial in driving institutional objectives of teaching, research and learning, and as such; ability of students to access and effectively utilize them is also crucial (Rioux, 2014). Libraries have invested a lot in technological infrastructure such as hardware and software in order to facilitate access to web based resources especially electronic resources. Despite these acquisitions and concerted efforts to maximize their usage, instances of inadequate use of electronic resources due to a number of factors have been reported (Nisha & Ali, 2012). Network literacy is a term that came about because of the permeative nature of the internet into the lives of 21st century scholars and information users in general. Network literacy denotes the ability to utilize internet resources effectively and efficiently. According to Savolainen (2002): the basic components of network literacy include: knowledge (an awareness of the range and uses of networked resources, an understanding of the role and uses of networked resources in problem solving and basic life activities, and understanding of the system in which networked information is generated, managed and made available); and skills (retrieval of specific types of information from networks; and manipulation of networked information, combining, enhancing, adding value.

Unlike media and library literacy that have often appeared in information science literature, the concept of network literacy only emerged in the mid-1990s (Bawden, 2001). The internet has become the new information frontier that requires a complex blend of competencies for successful exploitation, and network literacy provides the required matrix of skills necessary for successful interaction with the networked environment and without which, internet usage will be curtailed; hence the need to determine its prevalence in an environment that demands proficiency in internet navigation and usage. Pegrum (2011) opines that network literacy presents a previously neglected need that is required to navigate "overlapping personal, social and professional networks which are all linked together technologically by the internet". He reckons that this literacy is falsely assumed to be widespread, and further reiterates that it should be fostered in educational institutions to empower youth to use networks effectively. Bawden (2001) notes that "these competencies are not 'add-ons' to traditional literacy but rather part of a wider notion of literacy in an electronic society that requires other literacies to be in place".

Among studies undertaken on how and why university students utilize electronic resources; Kaur and Manhas (2008) and Madhusudhan (2007) established that most students used them for educational purposes, consulting technical reports and for their research work respectively, while Nisha and Ali (2012) reveal similar findings in that most of library users used the electronic journals accessed out of the web for research purposes. This highlights predominant use of electronic resources for research and other key academic purposes, underlining the crucial role electronic resources play and the equally critical role of network literacy in facilitating their effective utilization. A research done in India by Madhusudhan (2007) on internet usage by research scholars found that all the respondents could use basic search strategy to explore contents of the networked environment and that majority of them were

concerned about materials that they could easily access and download for their research. Since the study did not include all the attributes of network literacy, it cannot therefore provide conclusive inference on the users' skills on the networked environment.

In Finland, Leino (2006) examined internet usage proficiency among 15 year old Finnish students and established that they possessed above average skills in practical network literacy. They possessed technological skills, could communicate online, play internet games, access information otherwise unavailable; could access school material as well as do some programming on the web and some of their activities on the web supported learning. Leino's study concentrated more on practical aspects of network literacy such as skilled use of ICTs and use of Computer Mediated Communication (CMC), leaving out other important aspects such as evaluating the retrieved information for quality such as relevance. The rapid change in technologies used to access the web, the proliferation of various applications and different formats of information resources available on the internet can easily confuse an individual. There is need therefore to develop competencies that match up to these emergent challenges as exemplified in Ding and Ma (2013) findings on university students' web searching competency in China which found that a high number of the students could not search the web effectively.

In Africa, Ngulube, Shezi and Leach (2009) conducted a study on network literacy among students in a South African college and established that electronic resources were not widely accessed and utilized and that a considerable number of the respondents could not skillfully navigate the internet or form successful search queries. The study could not draw a meaningful conclusion on users' judgement of relevance of electronic resources because their responses denoted a population that was incapable of judging relevance at the time of the study, clearly demonstrating that lack of network literacy curtails any meaningful interaction with the networked environment. Most other studies on internet usage concentrate more on internet usage and do not cover all aspects of network literacy.

In Kenya, Waithaka (2013) observed that students used the internet extensively for social communication at the expense of academic purposes and that subscribed electronic resources were not adequately utilized. A study of network literacy and its influence on a similar population would therefore help unravel why such situations still abound despite stepped up information literacies in academic institutions (Kingori, Chege & Kemoni, 2012). Pegrum (2010) asserts that "to remain relevant in this era, educational institutions must foster network literacy as this will ensure that students are able to capitalize on the benefits and avoid the pitfalls of the networks which will be an integral part of their social and professional futures". The web is an important learning tool at universities because it holds a lot of information for research and therefore the ability to optimally utilize such resources is paramount. Assessing the influence of network literacy as an enabler of optimum electronic resources utilization could help unravel any problems experienced by the users, and subsequent resolution of those problems is likely to greatly enhance effective interaction and usage of web based resources by the students of Kabarak University.

Kabarak University is a Christian-based university that was launched on 16th October 2000 and was later awarded a charter on 16th May 2008 by the Government of Kenya. The university's mission is to provide a holistic and quality education, while its vision is to be a Christian-based academic institution of excellence in liberal arts, science and technology. The population of the university by November 2019 was 7,133 of whom 7,039 formed the population of the main campus at Kabarak (Kabarak University website, 2019). The university has two campuses, namely Kabarak Main Campus and Nakuru campus. It also has eight schools, namely: School of Business and Economics, School of Science, Engineering and Technology, School of Pharmacy, School of Education, School of Law, School of Medicine and Health Sciences,

School of Music and Performing Arts, and Institute of Postgraduate Studies; all of which offer various levels of academic certification from certificates to Doctor of Philosophy (PhDs) (Kabarak University website, 2019).

Kabarak University has a library which was established in 2002 and is currently housed in a spacious building that was built in September 2006. The library is fully automated and has around 27,000 volumes of books, subscribes to several electronic resources and offers access to several open access databases that support its function of education, training and research (Kabarak University website). As a critical facilitator of the university's mandate of teaching and research, web based resources are expensive to acquire and maintain, including the cost of requisite infrastructure and it would therefore be in the university's best interest to know if they are well utilized. A network literate individual is one who is able to well utilize web based resources and a study on network literacy would therefore establish whether the intended users are capable of effectively utilizing the electronic resources and that the university is not spending funds which could be going to waste due to inadequate usage. The study also sought to highlight the underlying issues that could have potential adverse effects on utilization of electronic resources; and whose resolution thereafter could enable the users effectively use those electronic resources and generally enhance quality of education and research at the university.

2. Statement of the Problem

The internet has nowadays become a crucial component in generation, management and dissemination of information. Skilful exploitation of the internet is vital if value is to be derived from the resources it contains. A network literate student can be described as one with capacity to effectively utilize resources available over the internet. Despite huge investment and sensitization on usage of electronic resources, instances of inadequate utilization still abound, partly due to lack of relevant adequate skills that can be applied in the networked environment (Waithaka, 2013). This is despite concerted efforts by universities to sensitize every new student on access and use of electronic resources through orientation programmes (Muhia, 2015; Kingori, Njiraine & Maina, 2016). Several studies have delved into issues of internet usage, more so on usage of electronic resources and their relevance to the students often as separate studies and have variously reported their inadequate utilization for academic purposes (Boakye, 2017). Studies available have not clearly demonstrated the influence of network literacy on the usage of electronic resources, while some have revealed that web based electronic resources were greatly underutilized partly due to low levels of network literacy even though they were inconclusive on some aspects such as relevance of the retrieved resources (Ngulube, Shezi & Leach, 2009).

Kabarak University facilitates access to a rich array of web based resources and services available over the network aimed at serving its student population. Being a typical academic university similar to the ones cited in the study as reporting inadequate utilization of electronic resources, a study on network literacy and usage of electronic resources among its students would highlight if these vital resources can be and; are being adequately utilized or not. It is in this context therefore that the study assessed network literacy and utilization of electronic resources among Kabarak University students based on the following objectives: user awareness of internet applications and utilization of electronic resources, user awareness of Social Networking Sites (SNS) and utilization of electronic resources, user awareness of electronic resources, users' competencies in utilizing electronic resources and challenges encountered in utilizing electronic resources.

3. Objectives of the Study

The objectives of this study were:

i. To assess user awareness of internet applications and utilization of electronic resources at Kabarak University.
ii. To assess user awareness of Social Networking Sites and utilization of electronic resources at Kabarak University.
iii. To establish levels of user awareness of electronic resources available at Kabarak University.
iv. To assess users' competencies in using electronic resources at Kabarak University.
v. To establish challenges encountered in utilizing electronic resources at Kabarak University.

4. Theoretical Framework

The study was anchored on Tsakonas, Kapidakis and Papatheodorou (2008) digital library interaction model. Though initially mooted for digital libraries, the model is amenable to the networked environments hence its choice for the study. The model envisions an information system in which the user is given prominence from the time an information need is identified up to successful retrieval and use of pertinent information. Tsakonas, Kapidakis and Papatheodorou (2008) presented a model that depicts interaction between users and the networked environment. It "explores and emphasizes the dialogue elements expressed and transacted during the interaction and also recognizes the iterative nature of the interaction events" (Tsakonas, Kapidakis & Papatheodorou, 2008). The digital library model recognizes that: Digital library interaction shares experiences between two distinct communities, the Human Computer Interaction (HCI) and Information Science community. The HCI community carries the expertise on the improvement of user interaction with a new information management medium, while the information science community adds the scent of domain knowledge in the sense of information behaviour. This conjunction presents iterative exchange of dialogue elements between the user and the digital library system, which are translated through an interactive interface and aims to fulfill the user informational needs (Tsakonas, Kapidakis & Papatheodorou, 2008). The model comprises three main components: the user, content and system, each with its own set of attributes and requirements variably expressed during the interaction process as needs, requests and responses.

The user, with complex and constantly evolving characteristics, is the first point of the interaction process. The digital medium in this instance represents the networked environment that is a central component of network literacy. The end users' involvement with the digital library system relies on a greater need that feeds their search for information, denoting an identified information need that ultimately triggers engagement with the networked environment. Besides the need to fulfill an information need, other attributes that the user must possess are expertise, both on the system and information exploitation. Expertise on the system implies that the users must possess adequate skills to enable them skilfully use ICT tools to access information over networks. In order to adequately exploit the information, the user should be able to evaluate it for quality such as relevance, and should also be able to communicate effectively; that is, synthesize the information and use Computer Mediated Communication tools (CMCs) such as email to create and transfer messages describing their experiences. Both these skills are important attributes of a network literate individual, underlining the relevance of this model to the research.

The digital library interaction model recognizes that inexperienced users do not have the required skills to control system functionalities and content characteristics of the networked environment. The model however, notes that if inexperienced users of a system iteratively develop their computer operation knowledge, they tend to perform better. This underlines the importance of ICT skills in utilizing electronic resources and shaping network literacy. The model observes that incremental development of digital environment interaction is significantly hinged on early user sensitisation and support. Content is the main reason for interaction with a networked environment and it ultimately addresses the user's information needs resolution. The perceived usefulness of the content is the first selection criteria for the user who can then reform or redirect their search strategy as and if necessary as the interaction progresses, akin to analysing quality in network literacy.

It is the most common component of the interaction as it is ruled by its developers' logic. It is composed of other subsystems each performing different functions such as the interface which is the visual controlling panel for managing the interaction. Another subsystem is the information retrieval mechanism that is used by the user to interact with the system in retrieving the required information. A set of skills ranging from ability to use ICTs and formulate useful search strategies which are both attributes of network literacy are required for successful interaction at this point. The third subsystem consists of complimentary functions, like the peripheral services that may allow the user to elaborate content types such as manipulating certain information pieces and link with system features, which is relatable to the communication attribute of network literacy where users are expected to be able to create and transfer messages describing their interaction and use CMCs such as email. The model is relevant to the current study as it describes a set of interactions and skillsets that closely relate to attributes of network literacy and is therefore useful in describing the interaction between the study variables. A potential weakness in the model is the rapid technological developments experienced in the networked environment that require the users to constantly update their skills, which may not necessarily make their experiences easy during an interaction and may at times drive them away (Tsakonas, Kapidakis & Papatheodorou, 2008). This shortcoming could possibly be addresses by regularly updating network literacy course content to reflect changes occasioned by technological advances.

5. Conceptual Framework

There are certain attributes and skills that individuals should possess, and facilities or equipment that they should be exposed to in order for them to be considered network literate and consequently be considered adept at using electronic resources. The attributes are shown in Figure 1. The conceptual framework shows how the study variables interact with each other. Figure 1.1 shows the independent variables such as user awareness and availability of types internet applications used for accessing electronic resources, user awareness and usage of social networking sites for accessing and use of electronic resources, user awareness of internet based electronic resources and challenges encountered that greatly determine initiation of engagement with the web. For successful execution of the first three independent variables, a user has to be competent is ICT skills that are not only limited to knowledge of computer operations. These include knowledge of using various internet applications and skills to interact with the networked environment. User competencies therefore form the intervening variables that ultimately affected the degree to which the dependent variable – effective usage of electronic resources is realized. The independent and intervening variables are attributes of network literacy that guided this study and are determinants of how successfully an individual interacts with the networked environment.
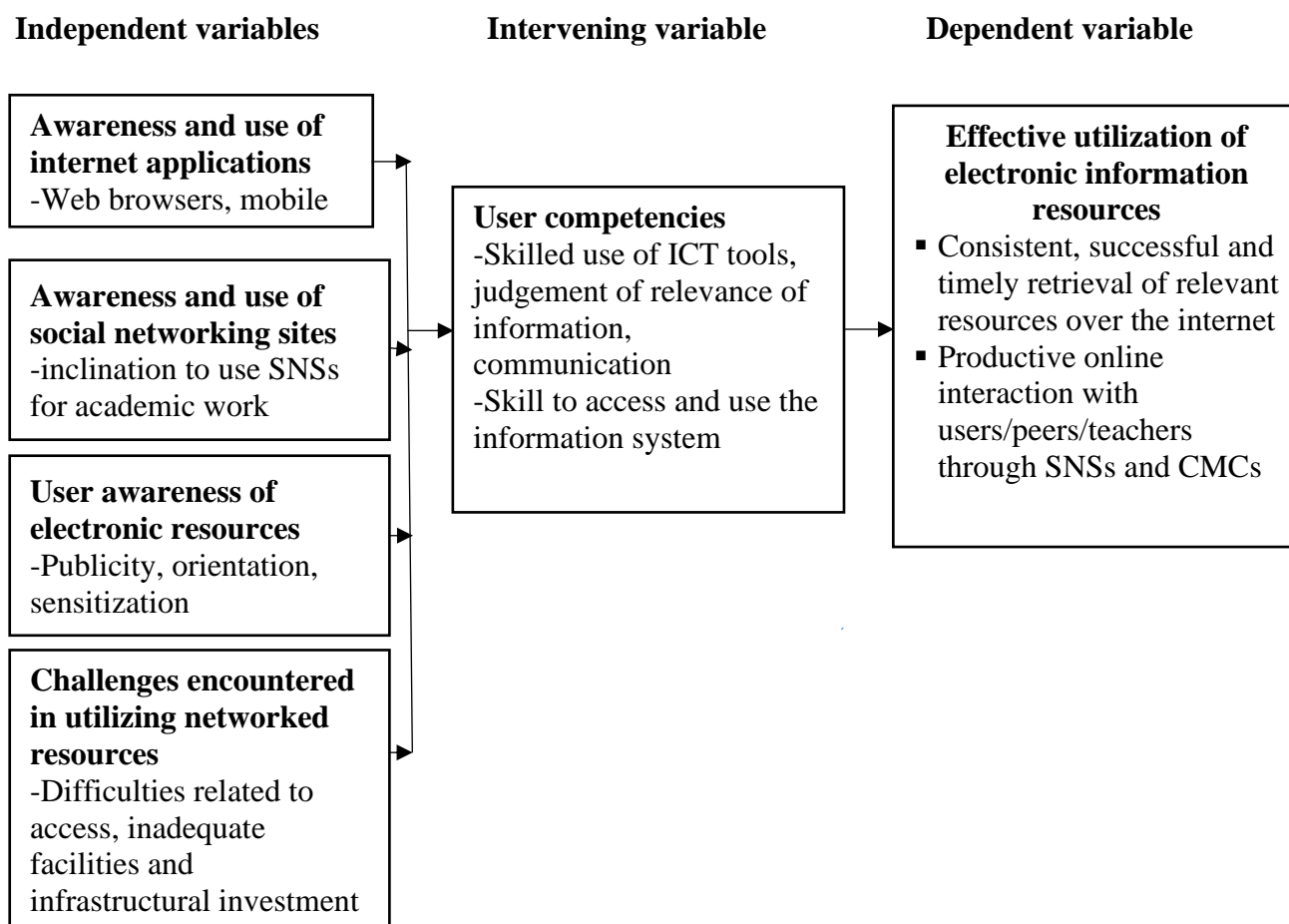
Independent variables	Intervening variable	Dependent variable

Awareness and use of internet applications
-Web browsers, mobile

Awareness and use of social networking sites
-inclination to use SNSs for academic work

User awareness of electronic resources
-Publicity, orientation, sensitization

Challenges encountered in utilizing networked resources
-Difficulties related to access, inadequate facilities and infrastructural investment

User competencies
-Skilled use of ICT tools, judgement of relevance of information, communication
-Skill to access and use the information system

Effective utilization of electronic information resources
- Consistent, successful and timely retrieval of relevant resources over the internet
- Productive online interaction with users/peers/teachers through SNSs and CMCs

Figure 1: Conceptual Framework

Source: Researcher (2020)

6. Research Methodology

The study used a descriptive research design. According to Kothari and Garg (2014), the major purpose of descriptive research is "to describe the state of affairs as it currently exists". Descriptive research design is used when collecting information about peoples' attitudes, habits or opinions and is executed by administering a questionnaire to individuals in an identified sample (Kombo & Tromp, 2006). The study was conducted at Kabarak University main campus. The main campus was selected for this study because it has the largest student population (7, 039) unlike Nakuru campus which has fewer students. It is also the headquarters of all library activities since libraries are the main enablers and facilitators of access to electronic resources. The large number of student population residing within and around the campus present great opportunity of access to internet facilities and resources provided by the university, hence it was deemed a suitable place to assess network literacy. Besides, the campus has students across the different Schools and at all levels of study from certificate to PhDs hence providing a rich diversity suited for the study unlike Nakuru campus that only has postgraduate students. The target population of this study comprised all registered 7, 039 students of Kabarak University Main Campus as at September 2019 and were in session at the university, and 23 Kabarak University library staff.

Based on the formula by Krejcie and Morgan (1970), the researcher therefore randomly selected 364 students (from the population size of 7,039), and through purposive sampling identified 10 library staff out of the 23, who were well placed to provide required information for the study. However, for the library staff purposive sampling was used and therefore only 10 members of staff out of the 23 were sampled. The study used two sets of structured self-administered questionnaires with closed and open-ended questions to collect data. The questionnaires were structured to capture academic details of the students and feedback relating to the study problem which was based upon the set objectives of the research. These were administered to the students and library staff as appropriate. The collected data was first checked for completeness and errors and this resulted in some of the returned questionnaires being rejected for incompleteness or on detecting some errors that rendered them unusable for the study. The data was then coded before entering into the Statistical Package for Social Science (SPSS) for Windows software, version 23 that was used to manage the data and generate analyses based on the study's research questions. Content analysis was used to analyse qualitative data, where responses were arranged in themes.

7. Data Analysis Results

Study findings revealed that of the internet applications posed to the students, just over half were aware of blogs while more than two thirds were unaware of podcasts/vodcasts and wikis respectively. Equally, just about half of them used the applications for academic purposes while the rest (42.7%) cited use for personal reasons. Study findings revealed that students were aware of and held SNS accounts. Almost all of them had WhatsApp, Google + and Facebook accounts, while others like YouTube, Twitter and Messenger were also popular. Most of the respondents used SNS accounts to connect with friends and for academic purposes while almost half of them used SNS for sending/sharing photos, and a few others for tagging friends. Findings further revealed that WhatsApp, YouTube and Google+ were the most frequently used SNS followed by Facebook.

Study findings revealed that majority of the students (81.8%) were aware of electronic resources at the university while less than a quarter were not aware of them. Of those aware of the resources, just over half of them were aware of electronic resources/databases while the rest were aware of eBooks. Over half of them were not aware of eBooks and about half others were not aware of electronic resources. Over half of the respondents learnt of the electronic resources through orientation while almost 20% of them learned through the university website and fellow students. Findings also revealed that majority of the students had access to internet facilities at the university and that most of them accessed internet through the library, University Wi-Fi and computer laboratory. Librarians created awareness and trained students on how to access and use electronic resources mainly through programmes such as orientation, current awareness services, library open days and specially prepared courses. The students mostly used the internet for research and learning purposes while a notable number used it for communication and recreation and a few others for current affairs.

Study findings established that majority of the students possessed computer and internet usage skills since well above 95% of them rated themselves from "excellent" to "good" in both. Except for a minimal number of first and second year undergraduates (4.0% cumulatively), all other levels of students sampled possessed computer and internet usage skills. Close to half of the students (41.4%) were self-taught in using the internet while others were taught through courses offered in the university, computer colleges and through assistance by their colleagues. The students were adept at performing some internet-based tasks such as using search engines and downloading/saving information but were not good at deploying Boolean search strategies

over the internet. They could also successfully undertake other internet based tasks. Findings also revealed that browsing was the most utilized information search strategy used by the students while Boolean search tactics were the least used. Other listed search strategies were most times used by the students for searching the internet. The students mostly preferred to use Google to search the internet and their information needs were majorly over the internet (almost three quarter were met 75% and above). They also mostly used their mobile devices to access the internet and to a lesser extent laptops and desktop. On ability to judge relevance of electronic resources, study findings showed that the respondents largely agreed on the outlined criteria of relevance judgement. However, a significant number of the students disapproved the criteria when judging relevance based on authoritativeness of the author on the subject, biasness of the document, document scope/depth, clarity of instructions on document usage, preciseness of the information contained, recency and specificity of information in the document. Most of the students (95.2%) used CMCs with WhatsApp as the most preferred followed by email and Facebook Messenger. They mostly accessed the CMCs for personal use with only about a third using them for academic purposes.

Study findings revealed that slow internet speeds and inadequate points of internet access were the biggest hindrances students faced in their bid to use e-resources as stated by over half of them. Low levels of awareness of the electronic resources, inadequate skills, too much information and difficulty in locating relevant information were revealed as some of the challenges also faced by the students. Further, findings also showed that inadequate equipment was the biggest hindrance librarians faced in their bid to roll out network literacy programmes for the students. Inadequate time, funds, staff and lack of policy on network literacy programmes also contributed to inability to undertake successful network literacy programmes by library staff. Some librarians also felt that network literacy programme was not taken seriously by the university administration.

8. Conclusions

From the findings, some students were aware of internet applications and used some of them for academic purposes. For successful exploitation of the internet and good usage of resources available therein, one ought to be aware of the requisite applications and be knowledgeable on how to deploy them. Students at the university were aware of and had SNS accounts mostly with WhatsApp, Google + and Facebook. These SNS accounts were mostly used for communication and sharing experiences amongst themselves and for some academic related activities that could include accessing and utilizing electronic resources, and could therefore be leveraged on to provide access and utilization of electronic resources to the students. Most of the students at Kabarak University were aware of electronic resources, could access and use them. Over half of them were however not aware of eBooks and another half were not aware of databases/electronic resources. They mostly learnt about electronic resources through library orientation and others from the university website and through fellow students. The students majorly had access to the internet within the university which they mostly accessed through the library, university Wi-Fi and computer laboratory; largely for academic purposes, communicating and recreation.

Majority of the students had computer and internet skills that most of them learnt by themselves or through courses and were therefore better placed to use information resources on the internet. They could perform some internet based tasks such as downloading/saving information and were good at browsing. However, they were not good at some internet search strategies such as Boolean and therefore rarely used it despite its practicality in retrieving specific information over the internet. The students mostly used their mobile devices to access the internet and

preferred Google to search the networked environment where most of their informational needs were met. The students concurred to an extent on the criteria of judging relevance of electronic resources though not in totality. Relevance of a document can be both dynamic and contextual and tends to shift depending on various factors relating to both the user and the information source with which they interact. CMCs were largely used by the students mostly for personal reasons and to some extent for academic purposes with WhatsApp and email being the most preferred. Students experienced various challenges in accessing and using electronic resources with the major one being slow internet speeds and inadequate access points for the internet. Librarians could not ameliorate the situation because of inadequate equipment to effectively roll out network literacy programmes for the students and additionally, they lacked adequate funds, qualified staff and time for the same.

9. Recommendations

Network literacy is a multiplicity of skills ranging from basic literacy to technical skills of navigating the internet and demands constant iteration of these skills and other strategies deployed when online for one to remain efficient, effective and proficient. The University should consider strengthening the orientation programme by including emerging trends in popular web applications that students can incorporate in their studies and other strategies for exploring the web such as how they can incorporate or link their SNS accounts to their library accounts and vice versa. Since Boolean search tactics are powerful methods of searching the internet, more emphasis on disseminating such should be made. This implies therefore that more time and space in the university calendar should be allocated for the orientation programme and its scope widened to accommodate weaknesses revealed in the study. The digital library interaction model notes that rapid technological developments witnessed in the networked environment requires users to constantly update their skills. Therefore, orientation programme should not be a one off activity for first year students joining the University but rather a periodic exercise undertaken within stipulated planned intervals during the course of the student's time at the university aimed at highlighting new developments and enlightening the students accordingly.

The orientation programme should be mandatory for all students and mechanisms should be put in place to ensure that all students attend. Alternatively, as suggested, the programme should be run periodically, students awarded "points" for attending, and there should be a way of identifying those who have not attended and notifying them. The high number of students who were unaware of eBooks or the electronic resource at the university implies that they most likely missed opportunity to be informed of the same. The University management should improve on its ICT infrastructure by providing adequate access points within the campus and boosting bandwidth to facilitate faster internet speeds. The students should be able to always access the internet at reasonable speeds to enhance their browsing experiences. The librarians should be supported in their bid to conduct network literacy programmes by providing adequate funding and the necessary equipment. Their views on how such programmes should run should also be considered when they are being scheduled, taking into consideration time required, the number of students to be sensitised and availability of qualified staff. Further, the library staff should also be trained on how to conduct such programmes and cooperation amongst all the staff encouraged. Collaboration between members of faculty and the librarians should be enhanced. Faculty should be sensitized on the online resources available at the University. Students spend most of their time at the university in contact with faculty members and if they are knowledgeable on the electronic resources available, they are likely to advise their students to use them accordingly and possibly direct them on how to do it. Likewise, all library staff

should be empowered through sensitization or training to advise any information seeker within the library on electronic resources and provide guidance on how to access and use them.

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