

Examining the Range, Extent of Adoption and Use of Digital Information by Public Libraries - A Case Study of Kenya National Library Service (KNLS) Community Branch, Nairobi County

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Abstract: Digital Information is from any source and in any format that has been converted into a digital format for use on an electronic information source. Digital technology has evolved into a critical platform for all products, information-seeking, and communication processes in the industry, business, and society. The unrelenting advancement of information technology is opening up new possibilities for public libraries and other information centers. Multimedia, knowledge navigation, multilingual, and networking systems, among others, will enable public libraries to provide a broader range of services. The adoption of digital information by public libraries is geared toward providing a variety of information to their users in a convenient manner. The study's goal was to examine the variety of digital information resources available and to determine the extent of digital information adoption and use at the Kenya National Library Service (KNLS) community branch in Nairobi County. This study employed a descriptive cross-sectional survey research design. A total of 100 people who use digital information were polled. Questionnaires were used to collect data for the study, which was evaluated both subjectively and objectively. SPSS version 25 was used to analyze the data. The quantitative data was presented in the form of tables and pie charts in the form of frequencies and percentages. The investigation found that, while digital information was available at the KNLS community branch, the majority of it was unreliable. It was also discovered that the majority of KNLS users were using digital information resources, and that users preferred to use digital information resources since they were easier to access. According to the study, stakeholders should

develop a strategic plan to ensure that library users have access to digital information resources and receive proper and extensive training on mechanisms for easier retrieval and use of digital information resources in order to ensure successful adoption and usability of digital information resources in libraries.

Keywords: Adoption, Digital information, Libraries.

I. INTRODUCTION

People now get most of their essential information and knowledge from the internet, thanks to the advancement of information technology (IT) and the popularity of network applications. Adoption and use of digital information in libraries and information centers simply refers to the use of computers and other communication technologies, such as scanners, printers, mobile phones, the Internet, and so on, in libraries and information centers to assist in performing routine tasks and providing services to users. Routine tasks include material selection, acquisition, processing, dissemination, and preservation of information materials. Adoption and use of ICTs in libraries and information centers has improved service delivery to users in a variety of ways [1].

Chisenga highlighted the globalization of information and knowledge resources as a result of the advancement and application of information and communication technologies (ICTs) [2]. Users have continuous access to bibliographic databases, full-text materials, and digital library collections, which improves teaching and learning quality. ICTs

(information and communication technologies) have made it possible to gain access to a vast array of digital information resources, services, and tools. Libraries have proven to be excellent and efficient long-term hosts of public access to ICT because they can provide three critical ingredients for ensuring benefits for all in the digital era: “infrastructure, content, and access” [3]. According to Quick *et al.*, 2013 and Sey *et al.*, 2013, ICT-enabled public libraries can have a variety of positive effects, including providing ICT access and training to poor and marginalized communities, improving ICT literacy skills, assisting with job searches, providing access to and supporting formal and informal learning online, and enabling people to connect with one another [4, 5]. However, in the developing world, where there is a greater need for education, health, agriculture, and other important information and information-mediation assistance, and the digital divide remains an issue, public libraries are underutilized. In Sub-Saharan Africa, ICT adoption is very slow [6]. To bridge the digital divide, many African countries have launched national ICT rollout programs. Certain countries’ rollouts include equipping and resourcing public libraries. While this creates new opportunities for African libraries, it also creates new challenges for library professionals who must accept, learn to use, administer, and maintain the new technology. They must deal with the high expectations of library users and government officials regarding the value and potential of ICT. Failure to meet expectations raises librarians’ anxiety and user dissatisfaction. In response to this situation, EIFL developed a capacity-building program for public librarians that emphasized librarians’ ICT and e-literacy abilities, as well as training skills to enable librarians to conduct ICT and e-literacy training in their communities, as well as advocacy and communication. The capacity-building program has been put to the test in Ghana, Kenya, and Uganda. The Communication Commission of Kenya (CCK) funded the establishment of ten ‘E-Resource centers’ in Kenya National Library Service (KNLS) branch libraries. The CCK initiative includes the purchase of public access computers, internet connections, and basic information technology training for librarians. The Uganda Communication Commission’s Rural Communications Development Fund, which promotes internet and computer initiatives in rural areas, has provided computers and internet connections to public libraries that do not currently have access to ICT in Uganda. Through the Library Connectivity Project, the Ghana Investment Fund for Electronic Communications (GIFEC) provided computers, internet access, and basic ICT training to 10 regional libraries and 26 district public libraries in Ghana. Adoption of ICT and the introduction of ICT services in Kenya has allowed the Kenya national library service community branch to embrace and provide access to digital material such as E-readers, books, and journals. Through a program called LEAP World Reader, LEAP World Reader wanted to collaborate with public libraries to promote reading through digital devices (Libraries E-Reading Activities Partnership).

In developing countries, the transformative potential of ICTs is limited by connectivity infrastructure constraints and a lack of ICT skills in the workforce and general population. A recent World Bank survey of ICT in education in Africa discovered positive trends in ICT adoption, leading to the conclusion that the process of ICT adoption and diffusion in Africa is shifting away from donor-supported and NGO-driven small-scale pilot projects and toward a new phase of systemic integration informed by national government policies [7]. In various African countries, public libraries are part of government information infrastructure and communications development programs aimed at providing poor urban and rural communities with more equitable access to digital information resources and services (among other institutions). However, EIFL research into public library perceptions in six African countries found that library stakeholders and the general public do not yet associate public libraries with ICT, innovation, or community development. According to the EIFL survey, the majority of public librarians do not believe they have the necessary skills to successfully use ICT or provide ICT-based services [8]. These two findings indicate that there is a need for advocacy to increase knowledge and recognition of the role that African public libraries may play in the digital era, as well as training to enable public librarians and library administrators to participate as agents of digital inclusion and development. Thanks to a funding from the Bill and Melinda Gates Foundation (EIFL-PLIP), the international non-profit group EIFL (Electronic Information for Libraries, <http://www.eifl.net>) created the Public Library Innovation Programme in 2009 [8]. The program aimed to promote community development by supporting in the implementation of new public library services, as well as to demonstrate the importance of public libraries in the development of strong communities. Since its inception in 2009, EIFL-PLIP has aided in the establishment of more innovative public library programs in eight African nations. The majority of these programs have evolved into long-term library services.

Digital information is a knowledge network system that can be expanded in internet contexts, as well as a community service organization that may provide information and knowledge services to individuals while also raising literacy levels for general growth. Numerous countries have emphasized and aggressively built digital information resources since the early 1990s. Many countries have begun to study and develop advanced management models for digital public libraries in response to this type of threat and challenge, and all of these models attempt to make reference to the advantages of search engines while avoiding their inherent weaknesses, in order to realize digital libraries, culture, and social value [9]. Consumers now have access to digital material thanks to the introduction of a massive library of knowledge on the Internet. As a result, library information workers encounter a number of difficulties. As a result, in order to obtain, analyze, and apply relevant information, patrons/clients must also develop information literacy skills [10].

Workers in the information sector all around the world are dedicated to ensuring that everyone has free and equitable access to information, whether it is written, electronic, or audiovisual. The exponential growth of knowledge on the internet and related sources, combined with rising consumption, has resulted in the development of digital public library systems that provide a wide range of services. The systems rely heavily on massive digitization, storage, access, knowledge mining, digital reference services, electronic information services, search coordination, management, and access to archive contents [11]. Public libraries have long been an integral part of the global information infrastructure, acting as an ideological and cultural force with far-reaching societal implications. Over the years, public libraries have accumulated, maintained, structured, and made available information and knowledge resources that assist individuals, organizations, and communities in achieving institutional goals. Today, public libraries continue to organize and disseminate information on a local and global scale for social, political, and economic growth. As a result, public libraries function as information hubs and tools for overcoming knowledge gaps both within and beyond countries [12].

Librarians are pioneering the transformation of traditional public library materials and services to meet 21st century needs. Public libraries have long been unsurpassed as the world's principal repository of recorded knowledge and historical records, but with the introduction of the internet and digital information, they must adapt and adjust how users access information. Information professionals and librarians use information communication technologies (ICTs) to perform tasks such as cataloguing and categorization of information materials, serials management, collection management, and circulation services, among others, in order to improve service delivery.

According to (Buchanan, 2010), IT components do not operate independently; rather, they are interdependent elements that are distributed and multidimensional systems comprised of human beings, procedures, and technologies, which must consider social, economic, legal, organizational, and economic requirements and relationships, in addition to being logically sound from a technical standpoint [13]. Several studies have found that digital and electronic information services have a variety of advantages. Lwoga (2011) and Makori (2012) conducted in-depth research on the advantages of automated libraries. Because of these advantages, the construction of automated libraries is an important strategy for expanding information access in Sub-Saharan Africa [14, 15].

Electronic information can be quickly disseminated and thus made available to everyone, which is a big advance over text print libraries, which need costly material replication in many locations. Furthermore, digital libraries allow for faster access to, utilization of, and interchange of knowledge in various fields, including research, academia, medicine, government services, and business. The investigation was guided by the Diffusion of Innovations Theory [16]. This idea

was utilized to acquire a better understanding of the uptake of new technology by public libraries. Understanding of the adoption incentives, usage patterns, and communication goals that technology can and should address in a developing country. This encompasses how and why an innovation is embraced, as well as an individual's unique reinvention of an innovation to achieve a specific goal.

Librarians help people find, apply, and understand crucial knowledge in an increasingly complex world, promoting critical thinking and lifelong learning [17]. In the modern technological/Internet era, public librarians must devise strategies for responding to the changing nature of information. Librarians and information professionals must now operate as electronic-information resource managers, collaborating with multiple skilled groups to develop a plan for producing, managing, maintaining, and servicing data. The primary purpose of the public library and librarians in the information profession business has always been to provide individuals in need with access to information items. The actions used to achieve this goal have evolved and increased over time. This integrates both current technologies and the requirements of a rapidly expanding information society.

Knowledge advancements in display, storage and archiving, collection creation and organization, information acceleration, and computers in information access and retrieval have all had a significant impact on information activities [18]. Librarians who gather, store, retrieve, and disseminate information on the one hand, and computer professionals who support Librarians in their search on the other. To successfully construct a digital library, information workers must be highly trained and possess the requisite knowledge and competencies [19]. Despite the necessity to shift from traditional methods of information distribution to new ones, public libraries have faced obstacles, and hence their role in providing digital information in public libraries cannot be ignored. The goal of this study was to look at the variety of digital information resources available at the Kenya National Library Service (KNLS) community branch, as well as the extent to which digital information has been adopted and used at the Kenya National Library Service (KNLS) community branch in Nairobi County.

A. Statement of the Problem

Public libraries have played an important role in satisfying community needs and functioning within those constraints. Successful civilizations in today's global economy are those that create, distribute, and use knowledge while also adjusting to ever-changing circumstances. The use of digital information resources in public libraries is a relatively new trend in technology usage. Information and communication technology has transformed the concept of public libraries. Public libraries are gradually being digitized, according to empirical investigations, with more extensive and free scholarly resources than certain websites can provide. Academic

libraries are spending a lot of money on digital information resources including e-books, e-journals, and scholarly database subscriptions to support teaching, research, and learning. Only through the productive utilization of these resources will the true value of this vast investment be realized. Many libraries have more electronic resources than print information materials as a result of the anticipated need for digital information materials and unrestricted access to them at the library and remotely. Fundamentally, it is worth noting the massive investment made by the Kenya National Library Service in supplying digital information services and other technology to enable consumers to have access to information and other related services. Public libraries must be at the forefront of these improvements. Except in Southern Africa, African public libraries lack the same information delivery infrastructure as those in richer countries. According to observations, the majority of public libraries in Kenya continue to use manual library operation methods. Clients of public libraries are the least interested in obtaining, adopting, and using digital information in libraries. As a result, consumers are dissatisfied and complain about public libraries' insufficient dissemination of digital information resources. There has been no research into the uptake and utilization of digital information resources by Kenyan public libraries. Thus, the study established Kenya National Library Service (KNLS) community branch, Nairobi County's acceptance and usage of digital information.

B. Objectives of the Study

- To examine the range of digital information resources available at Kenya National Library Service (KNLS) community branch, Nairobi County.
- To determine the extent of adoption and use of digital information at Kenya National Library Service (KNLS) community branch, Nairobi County.

C. Significance of the Study

The study's findings may be valuable to policymakers since they give a complete examination of digital information acceptance and use, as well as assistance in developing digital services in public libraries. The findings can assist policymakers in better developing policies for the adoption and use of digital information resources. It may also provide some inspiration for long-term digital information literacy projects in public libraries.

Finally, this study may contribute to the literature and serve as a foundation for future research on the elements that influence service delivery in libraries. The new findings are expected to pave the path for additional public library study. It may also reveal barriers to the implementation of digital information literacy programs, thereby supporting both users and staff in the implementation of successful and efficient information digital literacy programs.

II. RESEARCH METHODOLOGY

A. Introduction

Research methodology is the systematic, theoretical analysis of the procedures applied to a field of study [20]. The systematic, theoretical analysis of processes used in a field of study is known as research methodology [20]. "It entails processes for describing, interpreting, and forecasting phenomena in order to solve a problem; it is the 'how'; the method, or strategies of conducting research" [21]. This section explains the research techniques utilized to acquire data and how the data was analyzed. It also explains the study's research design, the target demographic, the sample size, and the sampling process. The validity and reliability of the study tools, data analysis, and ethical considerations are all highlighted in this section.

B. Research Design

A descriptive cross-sectional survey research approach was used in this study. The research was descriptive in that it aimed to characterize data and features about the population or phenomena under investigation, i.e., it sought to answer the questions of who, what, where, when, and how the occurrence occurred - strategy evaluation method [22]. A descriptive survey, according to Ponto (2015), is a way of gathering data by interviewing or delivering a questionnaire to a group of people [23].

This technique is useful for the study since it assisted in accurately expressing people's profile events and scenarios. A descriptive study methodology also enabled for in-depth examination of variables and demographic components to be investigated, as well as the collecting of vast volumes of data in a cost-effective manner. It allowed for the creation of study-related data. This is due to the descriptive design's heavy reliance on secondary data, which aids in the development of the case based on facts, figures, and descriptive interpretations of archive materials, and data.

The design suited the study as it enabled the researcher to collect data that reflects the views and opinions of the respondents on the adoption and use of digital information by KNLS community branch, Nairobi County which was yet to be exhausted hence the study.

C. Research Approach

The study employed both quantitative and qualitative research approach in this study. This study method employs an unfolding model that takes place in a natural context. The researcher was able to generate a degree of detail as a result of engagement in the real event. It entails the deliberate use of describing, explaining, and interpreting the acquired data obtained from both closed-ended and open-ended research questions.

D. Study Area

The location of this study was KNLS community branch situated in Nairobi County, Kenya. Nairobi County was chosen as an ideal site since of its centrally located and consists of various digital information resources.

E. Target Population

Population refers to all individuals or things (units of analysis) possessing the qualities that one desires to examine [24]. The population for this study consisted of the library users; students, children, youth, researchers, government agencies, private institutions, and persons with disabilities etc. This made a total target population of one hundred respondents.

F. Sample Size and Sampling Procedure

The sample size, sampling procedure, and selection used in the study are all described in this section [25]. Sampling is the process of selecting people who took part in the research. This procedure should apply to the entire population [26]. The respondents in this study were identified using purposive approach. The sampling approach is used to target a specific group of individuals with a population size of fewer than 200, a study of an organization, a community, or some other clearly defined and relatively small group [27]. As a result, the study's sample size was made up of all 100 respondents.

G. Data Collection Instruments

The study used questionnaires to collect data from the respondents in KNLS community branch. Questionnaires were preferred because they provide quick and efficient way of obtaining large amount of information from a large sample of population. The data was collected from the library users using structured questionnaires.

Questionnaires

A questionnaire consists of sets of question statement that assist the respondents to provide the required data that was appropriate in addressing the research objectives. A questionnaire is preferred because it enables large coverage of the population within a short time and at low cost.

The questions in the questionnaire were designed and structured according to the research objectives. The questionnaires were used for the reasons: that they are able to give the respondent's adequate time to respond to the items; they offer a sense of security or confidentiality to the respondent; and they are objective since no bias resulting from the personal characteristics of the respondent can influence

the data collected. Closed-ended questions were included to maintain uniformity, as well as open-ended questions to ensure there is maximum data collection which is qualitative.

H. Data Collection Procedures

Before embarking to the actual research, the researcher was provided with an introductory letter from Maasai Mara University's School of Postgraduate studies. The researcher then applied to the National Commission for Science, Technology, and Innovation for a research permission (NACOSTI). Following the receipt of the research permit, the researcher began collecting data from the study region.

I. Data Analysis and Presentation

This section covers the process of inspecting, cleaning, transforming and modelling data with the goal of understanding essential information, suggestion conclusions, and supporting decision making. This is the process that took place after the data had been collected from the different respondents. Since the data that had been collected was mainly numerical, it was analyzed in a quantitative way. The specific steps followed in analyzing this data was data cleaning, data coding, data presentation, data interpretation and discussion.

Data cleaning involved passing the collected data through a process to remove ambiguous elements. This was also applied to information that was obtained from open-ended questions that was part of the questionnaires. Data coding was also done, it involved assigning numerical symbols to answers so that responses obtained could be put into a limited number of categories. "Coding is a vital step where the collected data is translated into values suitable for computer entry and statistical analysis." From the data that was obtained, variables were created so as to simplify the analysis process.

After that the researcher went on to summarize the data that had been coded earlier so as to help with data presentation which involved the use of means, percentages and frequencies by use of SPSS version 26. The summarized data was presented by use of figures and tables.

Finally, the researcher engaged in data interpretation and discussion. This involved the provision of comments on the results that would have been obtained after analysis of the data.

III. RESEARCH FINDINGS AND DISCUSSIONS

A. Questionnaire Return Rate

Out of the 100 questionnaires distributed, only 92 was collected, some respondents had either misplaced the questionnaires or were unfilled. A total of 92 completed questionnaires were

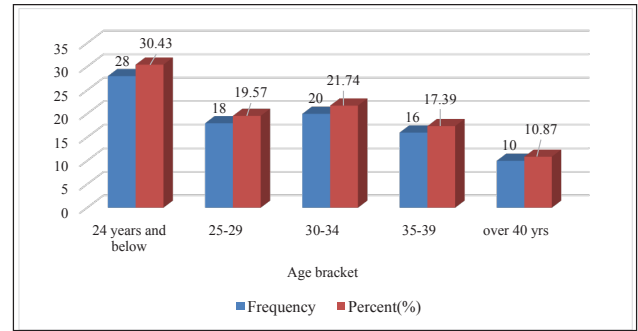
returned from the studied population, resulting in 92 percent response rate. The response rate was acceptable for answering the study objectives since it had an outstanding response rate. According to Mugenda (2003), a response rate of more than 50% is suitable for analysis and reporting; a rate of 60% is acceptable; and a rate of 70% or higher is exceptional [25].

The observed highest return rate could be due to the reason that the researcher distributed the questionnaires in person to the respondents, kept contact with the respondents, and collected the questionnaires from the respondents.

B. Demographic Information

i. Respondents Gender

It was critical to know the gender of the respondents as it provides more insight on information gathered. This is because in most African communities’ women are barred from giving information without the consent of their husbands. The respondent’s gender from the findings is presented in Fig. 1.



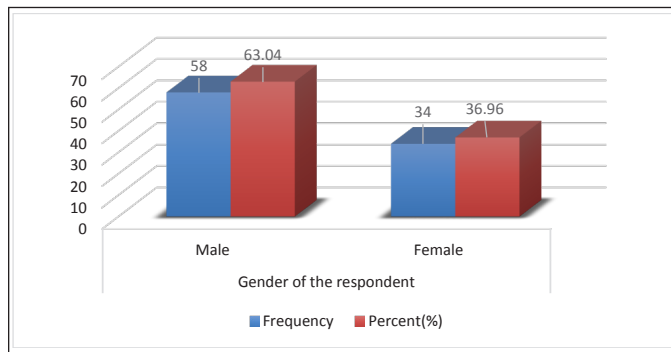
Source: Researcher, 2021.

Fig. 2: Distribution of Respondents by Age

According to the data, majority 28 (30.43%) of the respondents were between 24 years and below, 20 (21.74%) were between 30-34 years, 18 (19.57%) were between the ages of 25 and 29, 16 (17.39%) were between the ages of 35 and 39, and ten were above the 40 years. From the findings it is clearly indicated that the library users ages were evenly distributed and that reliable information on the use and utilization of digital information in KNLS community branch, Nairobi County was obtained.

iii. Respondents Highest Level of Education

The respondents were requested to indicate their level of education. The findings are presented in Fig. 3. Level of education of the respondents is very critical during data collection, visa viz digital information use and utilization. Elderly people might not be having the same passion for digital information in the same manner as the youths. It was thus necessary to know the age of the respondents to get a better insight on the assessment of digital information use and utilization by public libraries, KNLS community branch.



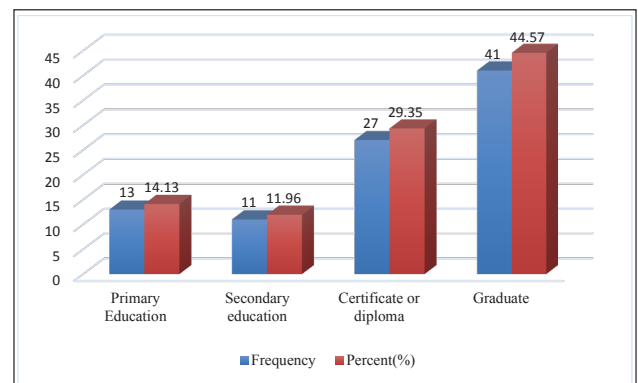
Source: Researcher, 2021.

Fig. 1: Respondents Gender

According to the data, majority of the respondents 58 (63.04%) were male, while 34 (36.96%) were female. This means that, despite the fact that males provided the majority of the replies, there good representation from the female respondents.

ii. Distribution of Respondents by Age

The study sought to establish the age of the respondents and the findings are as shown in Fig. 2. With advancement in technology, and digitalization of learning, business and various activities, utilization of the available digital resources provides a measure of how humanity have acquired digital skills.



Source: Researcher, 2021.

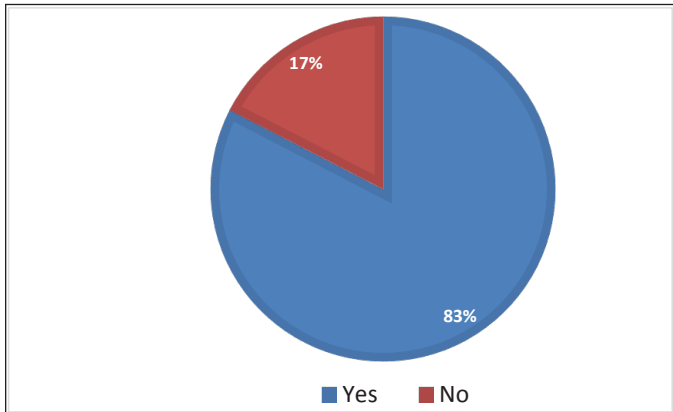
Fig. 3: Respondents Highest Level of Education

From the findings majority 42 (46.67%) of the respondents were graduates, followed 32 (32.56%) of the respondents who had either certificate or diploma, 13 (14.13%) were at primary level while 11 (11.96%) had secondary level of education. This depicts that most of the respondents were past secondary education and thus could be having enough knowledge on the digital information, this was clear indication that the vibrant information regarding the subject of the study was obtained. The findings of this study support the findings of Tennant *et al.* (2015), who found that graduates and post-graduates are more likely than non-high school graduates to seek and use information [28]. The education level of users is crucial in offering information resources that fit their demands [29].

C. Digital Information Available in KNLS Community Branch

i. Availability of Digital Information in KNLS Community Branch

The study sought to interrogate on the availability of digital information resources at KNLS, community branch, Nairobi County. The findings of the study are presents in Fig. 4.



Source: Researcher, 2021.

Fig. 4: Availability of Digital Information

The findings of the study revealed that majority 83% of the respondents agreed unanimously that their digital information resources were available. A smaller number, 17% indicated that there were no digital information resources available.

ii. Digital Information Resources Available at KNLS

The study sought to know the available digital information resources at KNLS community branch, Nairobi County. The results of the study are presented in Table I.

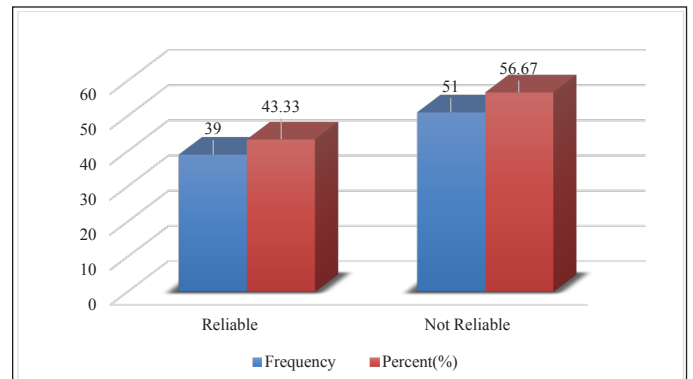
TABLE I: DIGITAL INFORMATION RESOURCES AVAILABLE AT KNLS

Digital Information Resources	Frequency	Percent (%)
E-Newspaper	24	15.38
E-Books	28	17.95
E-Journals	22	14.10
E-Reader	16	10.26
Mobile information literacy	6	3.85
Kio kit training	4	2.56
E-Learning tutorials	15	9.62
E-Thesis and dissertations	7	4.49
Internet services	19	12.18
Online database	4	2.56
Online search engines	11	7.05

Various digital information resources were found to be available at KNLS community branch. Among these, majority of the respondents 28 (17.95%) indicated that E-Books were available, followed by 24 (15.38%) who listed that E-Newspapers, 22 (14.10%) indicted E-Journals while 19 (12.18%) listed internet services. Furthermore, 16 (10.26%) of the respondents indicated E-Readers, 15 (9.62%) indicated E-Learning tutorials, 11 (7.05%) listed online search engines, while 7 (4.49%) noted that E-Thesis and dissertations. Lastly, same number of respondents 4 (2.56%) indicated that Kio kit training and Online database was the digital information resources available.

iii. Reliability of Digital Information Resources

It was deemed to interrogate on the reliability of the digital information resources in KNLS community branch. The respondent's views are illustrated in Fig. 5.



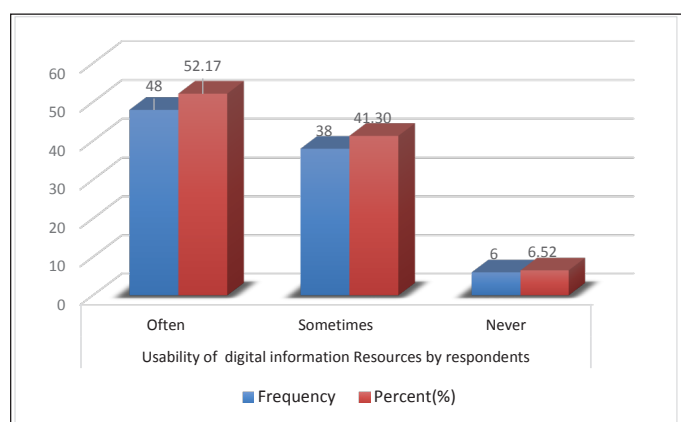
Source: Researcher, 2021.

Fig. 5: Reliability of Digital Information

The findings revealed that from the majority 83% of the respondents who had established that digital information resources were available, 51 (56.67%) indicated that the digital information resources were not reliable while only 39 (43.33%) agreed that they were reliable. The findings were concurring with research by that established most public libraries consist of several digital information that were unreliable due to its underutilization.

iv. Respondents Views on Whether They have Used Digital Information Resources

The researcher also sought to get the respondents views on whether they had used digital information resources. The findings from the study are shown in Fig. 6.



Source: Researcher, 2021.

Fig. 6: Usability of Digital Information Resources by the Respondents

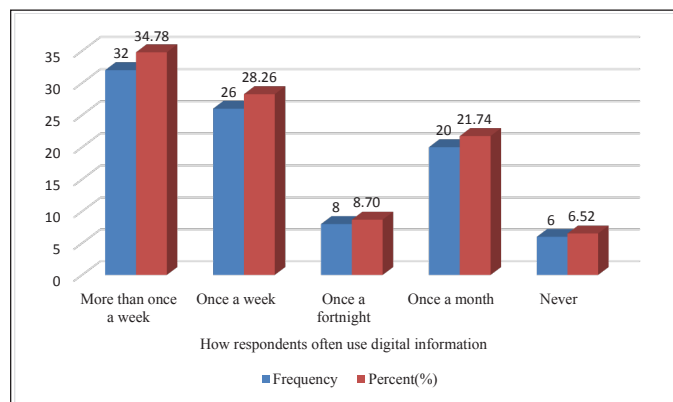
Based on the respondents’ views on whether they have used digital information resources, the findings showed that majority 48 (52.17%) of the respondents agreed to be using most often, 38 (41.30%) stated that they use it sometimes while 6 (6.52%) stated they have never used digital information resources.

v. Frequency at Which Respondents Use Digital Information

The frequency of visits to information centers is related to information seeking behavior, which is also related to information utilization [30, 31]. As a result, it plays a role in the utilization of government information centers. The study aimed to determine how frequently respondents used digital information resources at the KNLS community branch in Nairobi County. Fig. 7 depicts the data from the findings.

From Fig. 7, majority 32 (34.78%) of the respondents used digital information more than once a week, followed by 26 (28.26%) who used the digital information once a week, 20 (21.74%) used it once a month while only 8 (8.70%) of the respondents who used the digital information once a fortnight.

The findings further revealed that only 6 (6.52%) of the respondents never used digital information resources at KNLS community branch, Nairobi County which could be due to lack of retrieval search skills and lack of awareness of the existence of these resources.

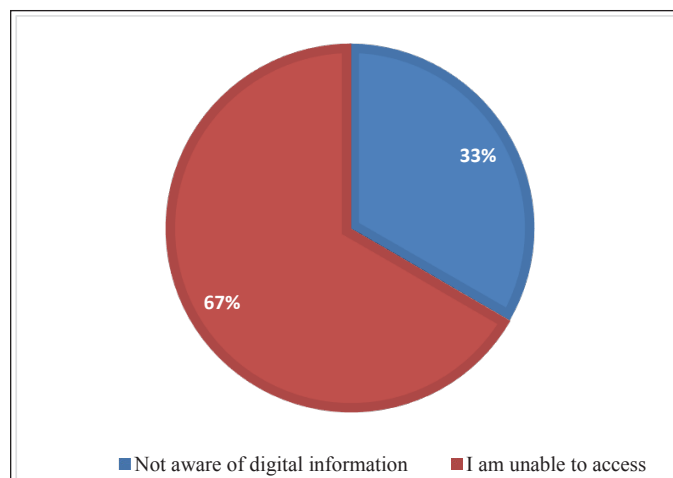


Source: Researcher, 2021.

Fig. 7: Frequency at Which Respondents Use Digital Information

vi. Reason for Respondents Not using Digital Information

The study also important to establish the reasons as to why some of the respondents never used digital information resources. The reasons are presented in Fig. 8.



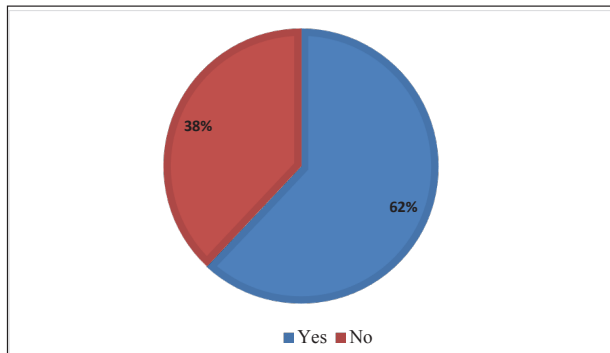
Source: Researcher, 2021.

Fig. 8: Reason for Respondents Not using Digital Information

The study showed that from the 6.52% of the respondents who never used digital information, majority 67% were not aware of what this digital information is, while 33% stated that they were unable to access due to lack of digital skills. This meant that a lot of training on digital information needs to be done to ensure that there is 100% transition of users.

vii. *Training of the Respondents on the Use of Digital Information Resources at KNLS*

The study sought to establish whether respondent had been trained on the use of digital information resources. The results are shown in Fig. 9.



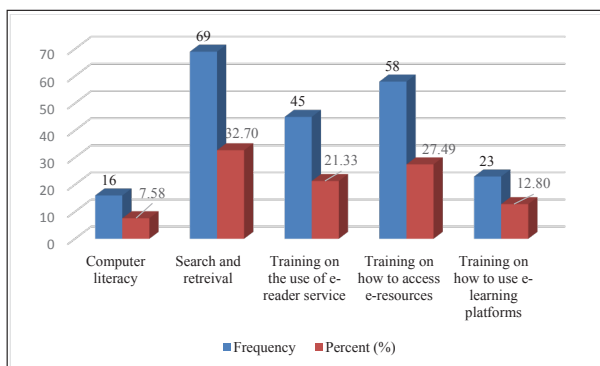
Source: Researcher, 2021.

Fig. 9: Training of the Respondents on the Use of Digital Information Resources

According to the findings of study, the majority of respondents (62%) agreed that they had been trained on how to utilize digital information resources in the KNLS, while 38 percent stated that they had not been instructed on how to use digital information resources. According to the findings of the survey, the majority of respondents had received training in the use of digital information resources at the KNLS community branch.

viii. *Type of Trainings Attended by the Respondents on Digital Information Resources*

The usability of digital information requires one to have the digital skills. The study thus went further to establish type of trainings that the respondents had attended to provide them with skills on its usability. The findings of the study are shown in Fig. 10.



Source: Researcher, 2021.

Fig. 10: Type of Trainings Attended by the Respondents on Digital Information

From the majority of the respondents 62% who had agreed to have attended training, majority 69 (32.70%) of the respondents had attended training on how to search and retrieve digital information, followed by 58 (27.49%) who had been trained on how to access E-Resources. Similarly, 45 (21.33%) of the respondents had attended a training on the use of E-Reader service, 23 (12.80%) attended training on the use of E-Learning platforms, while 16 (7.58%) were trained on computer literacy. The findings established that majority of the respondents had attended training on how to search and retrieve digital information.

ix. *Digital Information Resources Used by the Respondents*

The study also enquired about the digital information resources mostly used by the respondents. The analyzed data is summarized in Table II.

TABLE II: DIGITAL INFORMATION RESOURCES USED BY THE RESPONDENTS

Digital Information Resources Used by the Respondents	Frequency	Percent (%)
E-Newspaper	24	24.00
E-Books	28	28.00
E-Journals	22	22.00
E-Reader	16	16.00
Mobile information literacy	6	6.00
Kio kit training	4	4.00

Source: Researcher, 2021.

The results of the study showed that majority 28 (28.00%) of the respondents used E-Books, followed by 24 (24.00%) who used E-Newspapers, 22 (22.00%) used E-Journals while 16 (16.00%) used E-Readers. It was also established that 6 (6.00%) used Mobile information literacy while a smaller number 4 (4.00%) used Kio kit training.

x. *Respondents' Reasons for using Digital Information Resources*

The researcher went further to establish how the respondents utilize the digital information resources. The data of the findings is presented in Table III.

From the findings of the study, majority of the respondents 38 (27.14%) used for entertainment purposes, followed by 32 (22.86%) who used it for studying purposes, while 26 (18.57%) used it for research. The study further noted that 24 (17.14%) of the respondents used it to do their assignments while 20 (14.29%) used it for general knowledge.

TABLE III: RESPONDENTS' REASONS FOR USING DIGITAL INFORMATION RESOURCES

Purposes for Which Respondents Use Digital Information Resources	Frequency	Percent (%)
Entertainment	38	27.14
Research	26	18.57
Studying	32	22.86
Assignment	24	17.14
General knowledge	20	14.29

xi. Reasons as to Why the Respondents Choose to Use Digital Information

The study also sought to know the reasons as to why respondents preferred digital information. The findings are illustrated in Table IV.

TABLE IV: REASONS AS TO WHY THE RESPONDENTS CHOOSE TO USE DIGITAL INFORMATION

Reasons as to Why the Respondents Choose to Use Digital Information	Frequency	Percent (%)
Ease of access	46	31.94
Saves time	34	23.61
No need to go to the library	24	16.67
More informative	4	2.78
Up to date	16	11.11
Links to other resources	12	8.33
Others specify	8	5.56

Source: Researcher, 2021.

The respondents noted the following reasons as to why they preferred digital information; majority 46 (31.94%) stated that ease of access was the main reason followed by 23 (23.61%) who noted that it saves time, another 24 (16.67%) said that there is no need to go to the library. Similarly, 16 (11.11%) said that information is up to date, 12 (8.33%) noted that it links to other resources while other 8 (5.56%) said that it is convenient. Lastly, 4 (2.78%) said that they preferred digital information since it is more informative.

IV. CONCLUSIONS

From the findings of the study, it can be concluded that; most of the users at KNLS were using the digital information and that they were trained on how to use them. Although, the findings established that there were various digital information resources at KNLS, most were unreliable. The respondents preferred to use the digital information resource due to its

ease of access, limited time consumed, the need of having not going to the library, up to date information, its ability to link to other resources and that digital information more informative. However, it was noted instead of using the digital information resources to acquire knowledge and skills, most of the users were using it for entertainment purposes.

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ETHICAL CONSIDERATIONS

Ethical considerations in research include detailing the content of the study and what was expected of participants, as well as how informed consent was gained and anonymity was maintained. To gain access to the locations, the researcher requested permission, made a formal introduction, and submitted a letter of authorization from KNLS Narok and KNLS community branch. To provide informed consent, the individual must have adequate cognitive abilities and knowledge of all relevant facts [32]. The nature and processes of data collection were explained to the participants. The researcher suggested that respondents offer information voluntarily and readily, and that they respect the participants' perspectives if they refused to disclose information.

COMPETING INTERESTS

Authors have declared that no competing interests exist. There is absolutely no conflict of interest between the authors. Also, the research was not funded rather it was funded by personal efforts of the authors.

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