

DIGITAL LITERACY AS A TOOL FOR ENHANCING ACCESS AND UTILIZATION OF INFORMATION IN DIGITAL RESOURCE PLATFORMS AMONG ACADEMIC STAFF IN UNIVERSITY LIBRARIES, KENYA

Computer Science

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ABSTRACT

Technology is pervading every part of our lives hence the skills to navigate and successfully accomplish tasks through technology has to grow. Digital literacy is a tool in digital platforms for promoting effective access and utilization of information. This study sought to investigate the adequacy of digital literacy skills among academic staff for accessing and utilizing information for teaching and research in digital resource platforms in selected public universities in Kenya. Data was collected using questionnaires and interview guide from 113 participants comprising 86 academic staff, 23 library staff and 4 university librarians. Statistical Packages for Social Sciences was used to analyze quantitative data while qualitative data was analyzed thematically. The findings showed that academic staff alleged to be digitally literate but could not practically use the skills in accessing and utilizing digital information and recommended for continuous digital literacy training for both academic staff and library staff.

KEYWORDS

Digital Literacy, Academic Staff, Access, Utilization, Digital resource Platforms, University Libraries.

INTRODUCTION

Technology is permeating every part of our lives hence the skill to navigate and successfully accomplish tasks through technology has to grow. Individuals need skills to learn and work in a society where communication and access to information is increasingly through digital technologies such as internet platforms, social media and mobile devices (Veena, 2016). Digital literacy gives information users the ability to take advantage of the wealth of new and emerging opportunities associated with digital technologies. Nwafor, Uchenna & Chika, (2018) explain digital literacy as the 'savviness' that allows users to participate meaningfully and safely as digital technology becomes ever more pervasive in society. Anyim (2018) defines digital literacy as the ability to use technology competently, interpret and understand digital content and assess its credibility, create, research, and communicate with appropriate tools. It is a literacy that enables users to effectively and critically navigate, evaluate and create information using a range of digital technologies. Digital literacy is tool in digital platforms since it promotes fast access to information and improves service delivery (Katabalwa & Underwood, 2017). Digital literacy of the users is the ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information.

Digital literacy enables users to effectively use the mass of digital information resources (Ugwanga, 2017). Users who lack digital literacy skills may find it challenging to navigate a world of information sources in digital resource platforms. Gilbert (2016) observes that due to lack of digital literacy skills to navigate various e-portals, databases, users may conclude that the library is of no value and hence affect the teaching and research work. The usability of digital resource platforms depends to a large extent on user searching skills. Jabeen (2017) opines that digital library users should be competent in creating, searching, using, retrieving and modifying information from the digital library. Academic staff needs the necessary skills and capacities of know-how to effectively utilize digital resources. Academic libraries have embraced the digital era by automating library services to improve their collection and public access to pave the way to access and utilization of their resources. The staff needs digital literacy to operate and access information in digital resource platforms. A study by Ani and Ani (2016) showed that the use of digital platforms' resources by academic staff is hindered by non-accessibility of e-content, which contradicts the easy accessibility of internet search engines, including Google and yahoo, where one single keyword search could result in thousands of hits no matter the topic.

The academic staff with inadequate digital literacy skills may experience challenges in accessing digital information because it requires specific keywords or a combination of terms to find relevant information (Owolabi et al., 2016) The staff are inadequately equipped

with digital literacy skills as revealed by (Edem and Nsanta, 2016) to enable them access information in digital libraries. Low-level digital literacy affects access to relevant information that support teaching and research among academic staff resulting in poor quality teaching and research output (Kwanya, 2016). Access and use of electronic resources is still low in developing countries affecting the education standards. Poor digital literacy skills among the academic staff are a hindrance to information access in digital resource platforms and detrimental to growth. The skills are vital in promoting the usage of digital platforms.

Statement Of The Problem

Digital literacy is necessary for all information users in the knowledge economy to know when, where to locate information and how to use information. However, Khan and Bhatti (2018); Nigresh (2019); Xie et al (2020) affirm that library users lack digital literacy competencies to effectively access and utilize information in digital resource platforms. These has led to poor access to digital resources by academic staff in university libraries and which may affect the quality of teaching, learning and research output hence the motivation for this study.

Objective Of The Study

The study sought to assess the adequacy of digital literacy skills among academic staff in selected public universities with a view of proposing ways of equipping the staff with skills to promote access and utilization of digital information.

Literature Review

Importance Of Digital Literacy

Having the right digital skills is not only essential for academic staff, but it also has significant benefits for learners. It is crucial to strengthen the skills of the academic staff to enable them to use the technology more effectively and promote higher student interaction. Digital literacy is an essential tool to facilitate academic staff to access digital information (Delaney & Bates, 2015). Technologies are changing and there is a need for both professional and paraprofessional library staff to embrace them (Blake & Gallimore, 2018). There is a need for those who use digital platforms to have digital literacy skills to progress on getting the needed information (Hilliard, 2015). With these skills, the academic staff and students will be more equipped for resource sharing, social networking, surfing the net, instant messaging and blogging and a host of other digital-oriented activities (O'Connor & O'Hagan, 2016). The literacy of the digital resource platform users can be improved through the training and development of librarians and equipping libraries with digital resources for adequate learning (Anuradha, 2017).

Digital literacy is tool for development and performance in the usage of digital resource platforms. Strategies in ICT focused on promoting

reform, increasing access, supporting ICT human capacity, and supporting ICT applications are potent in nurturing the users' skills and thus stimulating higher digital platform usage (Kautonen & Nieminen, 2018). Digital literacy is crucial and enables users to have an easy time looking at the documents they want. Thus, it is possible that the digital resource platform usage can be determined by the extent of the skills of those using it (Daramola, 2016). The librarians and academic staff need to be more engaged to grasp skills that are necessary for enhancing their competency level and use the digital platforms more efficiently.

Digital Literacy Competencies

Development in digital systems has provided technological solutions for academic institutions and information management organizations to access information in virtual environments. Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication (Larson, 2017). It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. People who possess digital competencies have the ability to access the internet, find, manage and edit digital information. They can also join in communications, engage with online information and communication network (Falloon, 2020). Such users have the ability to appropriately use and evaluate digital resources, tools and services, and apply it to lifelong learning processes.

Digital literacy competence is a pre-requisite for all users in the technological era and more so academics. Makori and Osebe (2016) observe that academic and research institutions are mass centers of intellectual and scholarly communication involved in creation and dissemination of knowledge through global digital initiatives that are embedded and supported by libraries. These endeavors cannot be successful when the players are not competent enough with digital literacy. Individuals using digital tools in the information age have turned into participative and active individuals who gather, process, and produce information. A digital literate person uses technology effectively to do research, reach information sources, read-write and comment efficiently, make reasonable choices, and make right decisions. Digital literacy encourages curiosity and creativity and also enables the individual to evaluate the information that has been gathered in a critical way (Mishra et al., 2017). However, many people need training so that they can use and manage the multiple and loose information network with the help of technology.

Technology Adoption Among Academic Staff

The insurgency of the digital scene is driving and generating a broad range of information products and services in organizations depend upon the state of the art of information communication technology systems. Development in digital systems has provided technological solutions for academic institutions and information management organizations to access education and knowledge in virtual environments. Higher education and learning institutions across the globe have developed digital technology platforms so as to realize and achieve the goals of the millennium culture and social value. The exponential growth in the use of technology for learning and teaching in the higher education sector has imposed pressure on academics to embrace this technology in their teaching. The urge to use technology has generally not been embraced with the ease that would have been expected despite the enormous benefits of information communication technologies in teaching in higher education.

Technology has brought a range of new information resources into individuals' remote homes and offices while there exists considerable pressure to use it. Information is being accessed, analyzed and communicated faster than ever before. In the current information world, it may not be just enough to have exposure to technology and own a computer, but people need to embrace technology and have the ability to use it. Quadri (2016) notes that in the current technological world, a measure of success depends on how well one can evaluate, manage and communicate all forms of information within a technological environment. Academic libraries are being transitioned from the four walls to the cyber environment. Library resources are being transformed from print to digital and web resources. Information is being disseminated speedily around the globe due to advanced means of telecommunication. Therefore, it is being used extensively and has resulted in tremendous growth of information. The growing ICT-driven information services have posed challenges to library and

information professionals. The acceptance of technology use though remains an unbalanced question, whether it is a must do or voluntary. This may be attributed to the attitude towards technology among information seekers.

Attitude Towards Use Of Digital Resource Platforms

The information age is evident in universities and the use of internet and dependency on digital gadgets has transformed the learning and knowledge sharing approaches (Habib et. al., (2020). The online availability of learning activities has provided extended learning opportunities to students and faculty (Ansari et al., (2016) and views ICT as a solution to most of academic activities. However, Ratanya and Muthee (2018) observe that academic staff is reluctant to use integrated technologies into their learning and teaching methods. The authors further opine that students are fast learners and adopt technology quickly compared to academic staff and attribute this to lack of confidence, increase in workloads, lack of experience, lack of skills and lack of attitude. Regardless of the lack of readiness and resources, universities have realized the need for alternative and technology driven platforms to improve the learning process. The growing emphasis in educational policies on the integration of ICT in teaching in pursuit of quality teaching practices to improve student outcomes has brought revolutionary changes in the traditional teaching process (Jumbo, 2019). However, not all academic staff may be willing to embrace the changes, especially the use of digital platforms to access and use information. Uziak et al., (2017) aver those attitudes and acceptance of the application of ICT in accessing information is a key factor motivating and affecting the actual utilization of digital resource platforms. In as much as academic staff view digital resource platforms as important in accessing information, the staff finds it expensive (Mulholland and Bates, 2014) in terms of time and finances hence exhibiting poor attitude towards the utilization of digital resource platforms.

Digital literacy are pre-requisite skills for people wishing to access and utilize digital content. The skills enable users to navigate through the deluge of information with much ease and are able to use the accessed information effectively. Digital literacy skills include finding relevant information, critical thinking, digital culture, functional skills, online safety and communication and netiquette. The fast-changing technologies require that users of digital content fully adopt technology to keep abreast with the technology era. Studies show that technology adoption is slow among academic staff and which may also be related the staffs' attitude towards the use of these platforms. The staff view the digital resource platforms as underdeveloped and that they do not meet the threshold of offering digital information services hence turn to advanced platforms such as google scholar which present multiple search options. This has negatively affected access and utilization of information in digital resource platforms and consequently impacted on the quality of teaching and research output among academic staff hence the need for definite to address the challenge.

Methodology

A descriptive survey research design was adopted. The study population comprised of 86 academic staff, 23 library staff in charge of e-content and 4 librarians drawn from four selected public universities namely University of Nairobi, Kenyatta University, Moi University and Egerton University. Census sampling was used to draw academic staff respondents who teach LIS programs because their numbers were not large and therefore manageable. Purposive sampling was used to select university librarians and library staff in charge of digital content from the four participating universities.

The study targeted schools/departments offering Library and Information Studies (LIS) programmes. The study used a mixed method approach in which a structured survey questionnaire and interview guide were used to collect data. Analysis of quantitative data used statistical methods to analyze research variables to describe data and interpret characteristics of populations being studied. Statistical Package for the Social Sciences Software (SPSS) was used to analyze quantitative data. Descriptive and inferential statistical techniques were used to make inferences and draw conclusions and recommendations. Descriptive statistics helped in indicating characteristics that were frequent to the entire sample and summarized data on a single variable. Interviews elicited words, phrases and concepts which were analyzed thematically. For purposes of anonymity, university librarians were referred to as UL 1, UL 2, UL 3 and UL 4.

RESULTS AND DISCUSSION

Digital Literacy Skills Among Academic Staff

The adequacy of digital literacy skills among academic staff was tested through assessing competencies on specific aspects of digital literacy; use of specific digital devices; attendance of training; specific aspects of training and assessing technology adoption.

Rating Digital Literacy Competencies Of Academic Staff

The academic staff was asked to rate their competencies on specific aspects of digital literacy. The results are presented in Table 1

Table 1: Rating Competencies On Specific Digital Literacy Aspects (N=65)

Digital Literacy Competencies	VP	P	F	G	VG	Score	Mean
	(1)	(2)	(3)	(4)	(5)		
Finding Information	0	0	9	41	15	266	4.09
Critical Thinking	0	2	15	34	14	255	3.92
Functional Skills	0	5	10	35	15	255	3.92
Online Safety Skills	0	6	22	22	15	241	3.71
Communication and Netiquette	0	4	23	27	11	240	3.69
Digital Culture	0	13	18	23	11	227	3.49

Results shows that academic staff assess their competencies on all the specific digital literacy aspects as good with mean ranging between 3.49 to 4.09. Basing on the findings, academic staff should experience minimal challenges in utilizing information in digital resource platforms. Nevertheless, Joy, (2016) observe that academic staff in universities alleges to be competent in digital literacy but fail to practically exhibit these skills. Similarly, in a study on digital literacy and academic staff (Adam, 2017) observe that academic staff are familiar with web-based technologies and engage with the technological tools in their daily lives but lack the confidence to utilize them within their teaching practice. Digital literacy skills are a component of a global world that is shaped by electronic networks and information technology in the ICT-oriented milieu. Academic staff who are competencies digital literacy skills must therefore be practically exhibited in order to survive in the academic world.

Competencies In Using Digital Devices By Academic Staff

Table 2: Assessing Competencies In The Use Of Specific Digital Devices

Competence in the Use of Digital Devices	SD	D	N	A	SA	Score	Mean
	(1)	(2)	(3)	(4)	(5)		
Using the laptop to access information	0	0	0	29	36	296	4.55
Using smartphone to search and access information	0	0	6	36	23	277	4.26
Using desktop computer to access information	0	2	5	34	24	275	4.23
Using a tablet to search and access information	14	12	16	21	14	230	3.54

The findings in Table 2 show that the respondents strongly agreed that they were competent in using laptops to access information with a mean of 4.55. This may be attributed to most academic staff using laptops in carrying out most of their academic activities including teaching and research presentations. Some respondents agreed that they were competent in using smartphones to search and access information with a mean of 4.26 and using desktop computer to access information with a mean of 4.23. The fast expansion of information technology has altered the lives of many people both at individual level and as groups. Academic staff is compelled to abandon the traditional ways of utilizing information and adopt the opportunities which the development of information and computer technologies has presented for them. The staff must therefore acquire and practice the necessary skills to exploit the increasing range of digital devices. Akussah, Asante & Adu-Sarkodee, (2015) suggested that the use of digital devices require skills to maximize the potential of ICTs than those required for searching printed sources including knowledge of computer operations, the structure of databases and instructions which must be input into the computer by the user and also an understanding of the ways in which the instructions are connected with one another.

Also, some respondents were neutral about using tablets to search and access information with a mean of 3.47. The findings indicate that the academic staff assess themselves as being competent in accessing information despite literature (Azadbakht (2017) arguing that the staff do not practically exhibit this competence.

Digital Literacy Training

In addition, academic staff were asked if the library had conducted digital literacy trainings. The responses are tabulated in Figure 1.

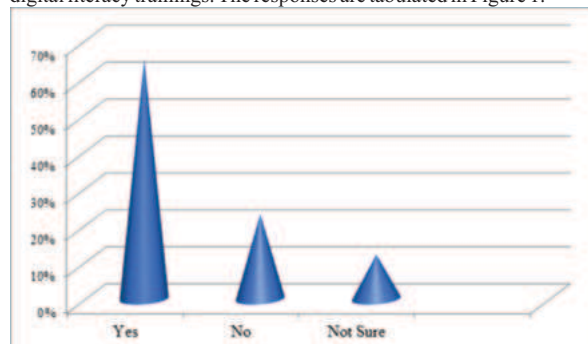


Figure 1: Digital Literacy Training

Responding to the question as to whether the library staff had conducted any trainings to equip academic staff with the requisite digital literacy skills, majority 42(65%) of the respondents indicated that the library conducted digital literacy trainings. With the advent of ICTs, digital literacy training is necessary for digital resource platform users to acquire skills that enable them to navigate the digital environment to access the information they needed. David-West (2022) observe that the training is instrumental in making the academic staff to be active users of digital technologies that should be inculcated into the learning environment thus enhancing utilization of information in digital resource platforms. However, 15(23%) of the respondents indicated that the library had not conducted digital literacy trainings. University libraries play an important role in ensuring that their users utilize the available information resources. To achieve this library must empower their users to become independent users. However, it may seem that some libraries have not taken up the role with the importance it deserves hence the inability of users to effectively utilize information in digital resource platforms. Information professionals therefore need to take a lead in offering continuous digital literacy skills training to their users.

UL3 Quipped That:

Most of the senior academic staff do not attend digital literacy training because they don't think library staff have the capacity to train them.

It is important for academic staff to attend digital literacy training so that they can be equipped with the appropriate skills that also be further transmitted to students to facilitate seamless teaching and learning process. Gaona, et al., (2013) notes that the manner in which new digital literacy skills are acquired is increasingly important because not only are the academic staff expected to be digital literate but are also be expected to ensure that this is the case with their students.

Aspects Of Digital Literacy Training

Academic staff were further asked to indicate the specific aspects of digital literacy skills which they were trained. The responses are summarized in Figure 2.

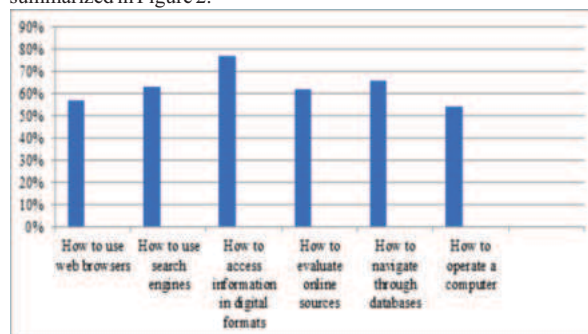


Figure 2: Aspects of Digital Literacy Skills Training

Most of the respondents indicated that they were trained on how to access information in digital formats 50(77%); and how to navigate through databases 43(66%). They also indicated that they were trained on how to use search engines 41(63%), how to evaluate online sources 40(61%), how to use web browsers 36(56%) and how to operate a computer 34(53%). The findings show that academic staff were trained on various aspects that are necessary to enable the staff to utilize information in the digital environment.

Rating the Effectiveness of Digital Literacy Training

Academic staff were asked to rate the effectiveness of the Training in DL skills.

Table 3: Effectiveness Of Digital Literacy Training

Training in Specific Areas of Digital Literacy	SD	D	N	A	SA	Score	Mean
	(1)	(2)	(3)	(4)	(5)		
How to operate a computer	1	2	8	21	33	242	3.72
How to navigate through databases	1	11	26	13	14	223	3.43
How to access information in digital formats	1	10	28	13	13	222	3.42
How to use search engines	1	19	20	11	14	213	3.28
How to Use web browsers	3	22	15	14	11	203	3.12
How to evaluate online sources	5	25	15	12	8	188	2.89

Table 3 indicates that respondents agreed that the training on how to operate a computer was effective. However, the respondents were not sure about the effectiveness in all other aspects that they trained. While all digital literacy skills are equally important for users of digital resource platforms to help them effectively utilize digital content, the findings show that users were largely uncertain about the effectiveness of the training in most aspects. This may be attributed to the duration within which the trainings are conducted and the complexity of the areas of training and the inadequate capacity by librarians in offering digital training. Firozjah, Dizaji & Hafezi (2019) observe that digital literacy among library staff is low hence they lack the capacity to guide users effectively. Consequently, Appleton (2016). recommends that library staff need to update their digital skills continuously to enhance their skills in the digital information service delivery. This will help the staff to gain competence to be able to offer training and guide users in utilizing information in digital resource platforms. The value of digital resource platforms is much appreciated if the information users are equipped with the necessary skills to utilize information to answer their information needs. In addition, library staff in charge of e-content were asked to rate the academic staff competencies on specific digital literacy aspects.

Table 4: Rating Academic Staff Competencies In Specific DL Abilities

Competencies in	V. Low	Low	Moderate	High	V. High	Score	Mean
Specific DL Activities	(1)	(2)	(3)	(4)	(5)		
Ability to use social media							
and share information	0	0	15	6	0	75	3.57
Ability to search various							
databases	2	11	6	2	0	50	2.38
Ability to download e-books							
for teaching and research.	2	10	9	0	0	49	2.33
Ability to download and edit							
photos	12	9	0	0	0	30	1.43
Ability to upload videos and							
edit	13	8	0	0	0	29	1.38

The findings indicate that respondents rated the academic staff ability to use various social media and share information as high with a mean of 3.57. Most people have adopted social media as the current fastest and most reliable means of communication which may be attributed to

its real-time feedback and affordability. The respondents also indicated that the academic staff competencies in searching various databases and downloading e-books for teaching and research were moderate with a mean of 2.38 and 2.33 respectively. Academic staff requires a lot of information for teaching, research (publishing). This requires high abilities in searching for information from a range of sources and utilize. Moderate competencies may compromise the staff output and fail to compare with other scholars. In addition, the academic staff ability to download and edit photos and upload videos and edit were rated as very low. This may be attributed to the lack of rigorous training in digital literacy skills as shown in 4.13. In the digital environment where users can learn from a range of sources the role of library staff remains important in supporting the process. Erstad, Eickelmann, and Eichhorn (2015) note that it can be a serious problem if the lecturers have inadequate competencies in managing digital resources in the learning process. For example, academic staff who are not able to upload videos and edit or download and edit photos for purposes of teaching especially in the e-learning environment may not deliver because these requires them to prepare digital content. Iroaganachi and Azuagbe (2018) posits that lecturers lack the necessary skills to perform activities that involve the use of information communication technologies. This may be attributed to the limitation in the knowledge of how to use ICTs didactically and unfamiliarity with digital technologies which may lead to a series of variables that can interfere in the appropriation of technologies by the staff.

Further, library staff in charge of e-content were asked to assess the overall academic staff digital literacy competencies. The responses are tabulated in Table 5.

Table 5: Rating Overall Digital Literacy Competencies Among Academic Staff

Responses	Frequency	Percentage
Very Poor	0	0
Poor	16	76
Average	3	14
Good	2	10
Very Good	0	0

Findings in Table 5 show that majority 16(76%) of the respondents rated the overall digital literacy competencies of academic staff as poor. The findings are in contrast of the academic staff rating of themselves as indicated in Table 4.11. However, the rating by library staff in charge of e-content confirms the findings by Omette (2016) that academic staff alleges to be digital literate but cannot demonstrate the same practically and also lack proper skills for searching for information and which is detrimental to utilizing relevant information in their work. Equally, Nathaniel, Makinde & Ogunlade, (2021) aver that university libraries spend colossal amounts of money on subscriptions to electronic resources that are extensively underutilized due to inadequate digital literacy skills that facilitate utilization of these resources. This has a negative effect in the quality of delivery in teaching and research activities. Consequently, it is therefore imperative for both library staff and academic staff to realize the necessity to possess digital literacy competencies to facilitate effective utilization of information in digital resource platforms. Besides, academic staff must also have the willingness to use or adopt technology so as to make use of digital resource platforms as their sources of information. For this reason, the research also inquired about the staffs' technology adoption.

Academic staff were asked to assess their technology adoption. The responses are presented in Table 6.

Assessing Technology Adoption Among Academic Staff
Table 6: Academic Staff Technology Adoption

Assessment of	SD	D	N	A	SA	Score	Mean
Technology Adoption	(1)	(2)	(3)	(4)	(5)		
I am slowly embracing technology in							
utilizing information	0	5	8	25	27	269	4.14

Technology has increased the cost							
of utilizing information	0	5	9	27	24	265	4.07
I find technology difficult to use	0	1	14	31	19	263	4.05
I prefer traditional information access							
methods	14	15	24	7	5	169	2.60
I have no time to learn how to use new							
Technology	22	11	19	8	5	158	2.48
I find technology useful in my work	3	30	32	0	0	159	2.45
Technology has enabled me to							
accomplish tasks faster	2	36	27	0	0	155	2.38

Table 6 indicates that respondents agreed that they were slowly embracing technology in utilizing of information with a mean of 4.14, and that technology had increased the cost of utilizing information with a mean of 4.07. Academic staff are gradually accepting the use of technology in academic activities including the administration of lectures, class presentations. This has enabled academic staff to defeat the problem of distance and time and can work with minimum strain through the use of technology. Maican, Cazan, Lixandriou, & Doleac, (2019) note that universities have adopted information communication technology systems that facilitates and provides favourable environments for utilizing information resources. Cost can be a hindrance to information utilization especially if a user has to use his/her money to purchase bundles to connect to the Internet. In some instances, users have to travel some distance to access the Internet and this involves costs which may influence the adoption of technology. Some respondents were not sure about preference for traditional methods of utilizing information with a mean of 2.60. Traditional methods have been in use for a long time and most information users have held to the traditional methods with some attachment of interacting physically with information sources. This may explain the slow adoption of technology in information utilization that detaches users from the physical experience with sources of information.

However, some respondents disagreed that technology was useful in their work with a mean of 2.45 and that technology had enabled them improve the speed of accomplishing tasks with a mean of 2.38. The use of technology has helped information users to quickly access the information they need in real-time and are able to utilize it for teaching and research and academic tasks. Users can also make informed decisions and implement them based on current information. Tariq (2016) observe that the revolution of technology has created the concept of global village where distance is no longer a hindrance in accessing the desired information in real-time to complete tasks. Nevertheless, some people find technology a challenge to adopt and are still struggling with the use of technology in their work which may be attributed to attitude or the cost involved. Laakkonen (2015) note that academic staff are less confident in using digital technologies within teaching sessions and they appear to be the least comfortable with learning new technologies quickly. To gather more information on technology adoption, university librarians were asked to give their views on technology adoption among academic staff. All the four (4) university librarians agreed that academic staff were at least adopting the use of technology but at a slow pace.

UL1 said:

To some it is by compulsion to use the technology especially during Covid19 when they had to access the library and teach online. Although, some have stuck to traditional access to printed books and so we offer both.

UL4 observed that:

The younger academic staff were adopting technology very fast unlike the older professors.

He further quipped:

We have a professor in this university who doesn't even own a cellphone. He literally comes to the library with his note book to find textbooks to read and make notes for teaching.

The findings showed that technology adoption among academic staff was slow and to some it was by compulsion because of work circumstances where the staff could not have physical lectures with students. A respondent pointed out that some senior academicians had

never embraced technology at all. This may be attributed to the intricacies involved in learning new technologies and the cost involved in terms of time and money to purchase bundles and equipment. However, the findings showed that the younger academicians had fast adopted technology. The contemporary era dictates that academic staff goes beyond traditional practices of utilizing information for teaching and integrate facilities with new variety of media and information communication technology for them to deliver on their mandate. Libraries play a vital role that is centered on the provision of resources and services to improve teaching, learning and research in institutions of higher learning. Bhatt, Roock and Adams (2016) observe that most developed countries have fully adopted the use of ICTs for carrying out library operations; however, some libraries in developing countries are still in the process of automation. The issues of confidence may appear to be important when considering the manner in which technology is likely to be adopted hence the need for continuous training and practice. Also, the way individuals perceive things may hinder or affect acceptance of their usefulness and for this reason the research further sought to assess the academic staff mind-set about digital resource platforms in their universities.

CONCLUSION

Academic staff have inadequate digital literacy skills that curtailed them from accessing information effectively. Nevertheless, the staff are competent in using laptops, smartphones and desktop computers to access information except in using tablets. Library staff conducted trainings to equip academic staff with digital literacy skills but covered only a few aspects that may not assist users to become independent in their searches. Besides, academic staff views digital resource platforms as underdeveloped and have a notion that library staff lack the capacity provide e-content services. There is also a notion among university management that the ICT personnel is the best placed to develop digital resource platforms without involving library staff which has led to a mismatch of information systems and user needs.

Recommendation

Capacity building is necessary for both users and library staff to keep abreast with the ever-changing technologies. The study recommends that the university librarians should negotiate with the University management to enhance library staff's capacity through training that will enable them constructively participate in the development of library websites and also conduct effective user training. Consequently, this will contribute to effective access and utilization of information in digital resource platforms by academic staff.

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