

THESIS ABSTRACT

Master of Business Administration
Management Information Systems Option

Adventist University of Africa

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Title: WEBSITE FOR SERVICES IN FAITH BASED ACADEMIC LIBRARIES
IN KENYA: CASE STUDY OF A PRIVATE CHRISTIAN UNIVERSITY
LIBRARY

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Patrons have overlooked academic library websites as a source of information access. There were gaps in meeting user needs in the digital era as librarians lacked the necessary skills needed for offering service through the website. This research aimed to describe how websites are used for services in faith-based academic libraries in Kenya with reference to a Private Christian University Library. There were six research questions to address the problem. These were: (1) What content is available on the website of the academic library? (2) How is the academic library using the website for service delivery? (3) How are students utilizing the website to access the library's services offered by the academic library? (4) What lived experiences have students and librarians had with the website of the academic library? (5) How does the

academic library market its services through the website? And (6) What strategies can be used to improve service delivery through the website of the academic library? The qualitative research approach was used to determine the answers to the research questions. The study used the descriptive case study research design. The context of this research was an academic library of a private Christian institution in Kenya. Purposive sampling method was used for this qualitative study. Nine students and two librarians were interviewed. A content analysis checklist was used to collect data from the website. Trustworthiness was increased by considering credibility, confirmability, dependability, consistency, transferability, and utilization of the data. Six themes emerged from the study. The themes were (1) library content, (2) information services, (3) access to information, (4) lived experiences, (5) marketing the library, and (6) excellence in service delivery. The academic library used the website to display library information and to provide access to information resources. The students only knew about the OPAC and the library databases that was accessible through the MyLOFT software. The librarians did not evaluate the effectiveness of the website in offering library services. There was no marketing plan for the library.

Key Words: Academic library. Information literacy. Marketing. Website.

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CHRISTIAN UNIVERSITY LIBRARY

A thesis

presented in partial fulfilment

of the requirements of the degree

Master of Business Administration

by

Elizabeth Atieno Odhiambo

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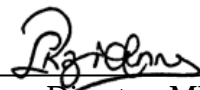
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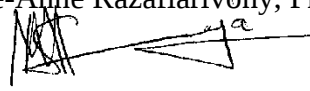
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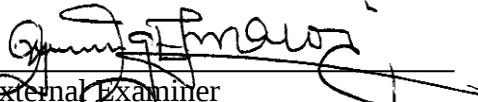
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To God be the Glory.

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CHAPTER 1

INTRODUCTION

Background of the Study

Advances in technological capacities enable organizations to provide a range of services to meet the needs of their customers (Stallings & Case, 2013). These services include remote access, online transactions, and social networking. Laudon and Laudon (2018) noted that organizations use information systems strategically to achieve operational excellence, foster customer and supplier intimacy. They continued to note that technology is used to improve decision making, introduce new products, services, and business models, gain competitive advantage, and as a means of survival.

Institutions of higher learning play a key role in societal development and economic growth in solving societal problems (Eurydice, 2021; *Higher Education for Development*, 2017). Academic libraries support teaching and learning in institutions of higher learning (Allen & Taylor, 2017; Sheikh, 2017). These libraries face threats in offering information services in the digital environment. According to Moyane et al. (2020), these threats arise from changes in customer demands, private information sectors, open access resources, and advances in information technology. They concluded that academic libraries need to develop competitive intelligence to keep up with the changes in the information environment. Competitive intelligence practices enable the academic libraries to offer information services that attract patrons.

Many patrons use search engines as their first source of information search compared to academic library websites (Becker & Yannotta, 2013; Makondo et al., 2018). Google Scholar competes with academic libraries in information access services. Patrons preferred Google Scholar because of its perceived ease of use. It enriched search experiences by providing related articles to a search topic (Alotaibi & Johnson, 2020; Coetzer & Mapulanga, 2021). These preferences work against the academic library website in providing information services.

Websites support teaching, learning, and research activities in academic libraries. These websites provide access to the online public access catalog (OPAC), academic journals, and electronic books (Sheikh, 2017). Temiz and Salelkar (2020) noted that academic libraries give alternative communication contacts such as social media, phone numbers, and email addresses through the website. They further indicated the use of websites in having video tutorials to assist in information access, links to informative temporary or permanent information, arrangements of zoom calls for the information desk, information about the circulation of information materials, and information on opening hours.

Academic library websites promote information literacy programs (Barefoot, 2018; Kingori et al., 2016). They provides infrastructure for digital library services (Asubiario, 2017). They are used to market library activities (Orayo et al., 2019). However, Ofori et al. (2020) found that academic librarians in Africa lacked skills to offer digital library services. They further noted that academic libraries in Africa lacked marketing guidelines and skills to offer services through the websites.

Moradi et al. (2017) researched the top 100 academic libraries globally from the Webometrics Rankings of Universities. They studied how those academic libraries used Web 2.0 technologies on their websites. They found that 95% of the libraries had

social media networks on their websites. They were a means of disseminating information on library services and events.

In a study on academic libraries websites in Australia, Canada, the UK, and the USA, Clunie and Parrish (2018) noted that 70% of those websites had social media primarily for information dissemination. The other content available on the websites was the mission statement, the library strategic plan, and the assessment plan for the library services offered through the website.

Retnani et al. (2017) did usability research on an academic library website based in Indonesia. Over 85% of the patrons were satisfied navigating the website, and 89% indicated that it was easy to learn and navigate the site. Tella and Oladapo (2016) studied academic library websites of 21 top-ranking academic libraries from Nigeria and South Africa. They noted that South African academic libraries used more Web 2.0 technologies than those of Nigeria. The websites contained electronic resources, with e-journals and e-databases being the most available resources.

Abifarin et al. (2019) conducted a study on 14 academic library websites in Nigeria. Some websites did not have clear fonts of their headings. Some did not have clear default buttons. The screens had overcrowded content within a page, and some links were not working. Some web pages took too long to respond to commands. There were no help features to assist stuck patrons. Zaugg and Rennick (2021) noted the importance of having a responsive design website for academic libraries. Responsive design websites adjust the layout to fit into different devices like computers, tablets, or smartphones. Begum and Elahi (2022) observed that simplification of accessing information resources and library services promoted the use of the academic library website. They also noted that ease of navigation promoted the use of the website.

Begum and Elahi (2022) noted the strategies used by an academic library to improve their service delivery using the website. These strategies included uploading tutorial videos on the website, having an online behaviour management policy for their librarians, and providing links to open-access resources. Other strategies were increasing the library's online visibility through the use of social media, developing strategies for future sustainability through the acquisition of appropriate technology, and developing the library's mobile app. In addition to the above strategies, Dube and Jacobs (2022) noted that librarians can encourage the development of library apps, use social media to connect to their patrons, provide online reference services through ask-a-librarian feature and libguides, and market the digital library services offered through the websites.

Kenyan academic libraries have embraced the use of Web 2.0. Findings from studies of academic libraries websites in Kenya by Fred and Tom (2015) revealed that RSS, Facebook, and blogs were the commonly used Web 2.0 tools. The function of the tools was to boost awareness for new arrivals, network with patrons, and promote information literacy programs. The websites market library services by incorporating various Web 2.0 tools (Fred & Tom, 2015; Ndungu, 2016). However, Kenyan academic libraries faced the challenges of inadequate technological infrastructure and skills required to use the websites effectively. From a study of academic libraries in Western Kenya, Nyakweba et al. (2021) found that the information patrons had inadequate search skills and lacked awareness of library resources offered in the digital environment. On the other hand, the librarians lacked relevant technical skills for effective service delivery in the online environment. They often sought help from the ICT personnel to provide digital skills.

According to the Commission for University Education (CUE) of Kenya, there are 74 recognized universities and colleges (*Commission for University Education University Statistics (2017/2018)*, 2019). The institutions are composed of public and private chartered universities, public and private constituent colleges, and institutions with Letters of interim authority. Each institution of higher learning is required to have an academic library that would provide access to information through appropriate technologies in support of the activities of the universities (Commission for University Education, 2014). The academic libraries offer strategic information support that would enable the institutions that they serve to meet their mission and vision.

Kenyan libraries and information centres regularly go through a competition that encourages these establishments to offer high-standard services. The competition is known as the Maktaba Awards. A criterion containing five focus areas determined the winners of the competition. Those areas include: community service, the currency of inventory, diversity of Kenyan cultures, focus on Kenyan society, and use of technology for service delivery (*Kenyan Library of the Year Award - Goethe-Institut Kenia*, n.d.). However, the competition does not have an exclusive category that would judge the libraries and information centres on service delivery through websites. This research aimed to describe how websites are used for services in faith-based academic libraries in Kenya with reference to a Private Christian University Library. This library had won the Maktaba Award in the past.

Statement of the Problem

Past studies on the content of websites of academic libraries affiliated with highly ranked universities around the world indicated that the libraries used their websites to boost their services (Abifarín et al., 2019; Clunie & Parrish, 2018; Moradi

et al., 2017; Tella & Oladapo, 2016; Temiz & Salelkar, 2020). These services are: introducing patrons to the library and its services, publicizing events, sharing tutorials on information access. Other services are providing links to information materials, having additional contact channels to the libraries, and connecting patrons to virtual reference services.

In Africa, patrons overlooked academic libraries websites as a source of information access. They preferred to use Google, and Google Scholar or ask for assistance from their colleagues (Coetzer & Mapulanga, 2020). There were gaps in meeting user needs in the digital era as librarians lacked the necessary skills needed for online service delivery. (Nyakweba et al., 2021). Some patrons had no experience with the online library.

There were recommendations for further studies on how academic libraries in Africa could effectively offer and market library services through the websites (Ahenkorah-Marfo & Akussah, 2016; Ofori et al., 2020). For this reason, this case study described how an academic library in Kenya used the website for service delivery. The study proposed strategies for best practices in service delivery through the website.

Research Questions

1. What content is available on the website of the academic library?
2. How is the academic library using the website for service delivery?
3. How are students utilizing the website to access the library's services offered by the academic library?
4. What lived experiences have students and librarians had with the website of the academic library?
5. How does the academic library market its services through the website?

6. What strategies can be used to improve service delivery through the website of the academic library?

Theoretical Framework

This section presents the theories that were the basis of this study. These were marketing myopia theory, technology acceptance model, and interface design principles. In marketing myopia theory, an organization that does not evaluate the needs of its market will not have the relevant value for that market. In the technology acceptance model (TAM), the user's perception of the usefulness and ease of use of the system influence the adoption of the information system. Interface design principles evaluate how the interface design influence the experience patrons have in using a website.

Marketing Myopia Theory

The marketing myopia theory was developed by Levitt (2004) in the 1960s. According to this theory, an organization suffers from marketing myopia when it fails to keep up with the changes in its market base. In the end, the organization loses its customers to innovative competitors who adapt to changes in the market and consumer behaviour. To counter this problem, the organization intentionally aligns its strategies against consumer needs and changes within the marketplace then tailors its products and services against those changes. An organization should watch out for strategies of its competitors that have the capability of affecting its competitive advantage (Lafley & Martin, 2013). It is worthwhile to consider, as Peter and Donnelly (2011) note, that a gap between customer expectations and organizational perception of customer expectations can affect quality service delivery.

This theory applies to this study in finding out the marketing perspectives undertaken by the academic library. Students have good experiences when an intentional marketing program directs the library in offering services through the website. Collaborative marketing effort where students contribute to the structure of the library services accessible through the website enhances their experiences in accessing those services.

Technology Acceptance Model

The technology acceptance model was developed by Davis (1989). He defined perceived usefulness as “the degree to which a person believes that using a particular system would enhance his or her job performance.” (p.320). He further defines perceived ease of use as “the degree to which a person believes that using a particular system would be free of effort.” (p. 320). As He et al. (2018) point out, perceived ease of use makes users of a system more confident in its adoption. Users will adopt and frequently use an information system when it is perceived to be useful.

The technology acceptance model (TAM) is a theory that describes the likelihood of the adoption of technologies based on two variables. These variables are perceived usefulness and perceived ease of use of the technology (Harb & Alhayajneh, 2019; Setianto & Suharjito, 2018; Tang & Chen, 2011). The variables are mediated by behavioural intention, whose result is for the users to use the technology.

This theory is applicable in noting the acceptance and use of the academic library website for library services. According to this theory, students’ perception of the ease of use and usefulness of the website will affect their attitude toward accessing library services through it. The perception of librarians affects their willingness and ability to offer services effectively through the website.

Interface Design

A user interacts with the system through a user interface. A poorly designed interface may discourage its utilization by the users (Kendall & Kendall, 2016; Laudon & Laudon, 2018; Laudon & Traver, 2012; Roth et al., 2013; Stallings & Case, 2013). Interface design focuses on anticipating pleasant interaction by users as they interact efficiently with an information system. Laudon and Laudon (2018) listed specifications for an information system in various categories. These categories are simplicity, efficiency, logic, feedback, and errors. Roth et al. (2013) discussed the fundamental principles for interface design. These principles are layout, content awareness, aesthetics, user experience, consistency, and minimizing user effort. Laudon and Traver (2012) identified interface design factors as functionality, simple graphics, multi-browser functionality, redundant navigation, and legible text. Kendall and Kendall (2016) identified guidelines for dialog design between a computer and a person to comprise meaningful communication, minimal user action, and standard operation and consistency. Meaningful communication ensures that the user can get clear information through the system by giving appropriate instructions to direct the user within the interface. Minimal user action minimizes the error by users while speeding up data entry. Standard operation and consistency make it easier for novice users to navigate through the system. Poor interface design would have pages that have broken links, no search function, outdated content, and unnecessary ads on the screen.

This theory shaped the study in getting a description of the patrons' experiences of the website interface design. Interface design affects patrons' experiences while using the website to access library services. They shift to other sources when their perception of the website is that of a poor design.

Significance of the Study

The study contributes to the body of knowledge that deals with the strategic use of websites in academic libraries. This study described how an academic library used the website for its service delivery. This description included the experiences of patrons in accessing library services through the website. Proposed strategies are helpful to academic libraries in enhancing service delivery through the website.

The description in the research gives the perspectives of the experiences of patrons. It is significant as it enlightens the librarians on the experiences of their patrons. It gives the librarians a basis of being innovative and creative in providing their services to meet their patrons' needs.

Other researchers and academic librarians can replicate this study to their own academic library to find out the experiences of their patrons in accessing library services through the website. The study will help them create library services that meet their patrons' information needs.

Scope and Limitations of the Study

The scope of this study was an academic library in Kenya. It specifically focused on how the academic library used the website for its service delivery. There was a description of students' experiences in accessing library services on the website. Librarians of this library in the study described their experiences in offering library services through the website. Data collected from the website of the academic library in the study described the services accessible within it.

The research was a descriptive case study of how an academic library in Kenya offered library services through the website. It was therefore limited to that academic library. The participants comprised of students of the academic institution that is served by the academic library in the study. The students were not physically in

the university. They were in different geographical locations in Africa. The librarians of the academic library in the study also participated in the study. The researcher used technology to reach out to the participants. The interviews were conducted through zoom. The difference in time zones and participants' schedules affected the timing of the interviews. Ultimately, the interviews were scheduled and successfully conducted.

Operational Definition of Terms

1. Aesthetics is the ability of the user interface to be pleasing to the eye through a combination of colours, fonts, and white space.
2. Consistency is the ability of patrons to navigate through the interface intuitively by designing all parts of the system to work uniformly.
3. Content awareness is the ability of patrons to be aware of the information contained in a screen or document that is being displayed in an information system.
4. Layout refers to the general organization of the system's screen or document of an information system in a consistent manner.
5. Minimizing user effort is the ability for user to accomplish a required task using minimum effort.
6. User experience refers to designing the interface with the user's level of computer experience by making it easy to learn and easy to use.
7. User interface design is defined as the input, navigation, and output mechanisms that determine how the user interacts with an information system.

8. Web 2.0, also known as social media or social web, is a dynamic and interactive web page, enabling people to create content on the page or collaborate and share information.
9. Webpage is a document written in HTML that is accessible through an internet browser. It can be in the format of text, graphics or sound.
10. Website is a collection of web pages linked to a home page or a domain name. It is maintained by an organization or an individual.
11. Academic libraries are libraries that are attached to higher institutions of learning. They support teaching and learning in those institutions.
12. A faith-based academic library is an academic library that is attached to a faith-based institution of higher learning.
13. Patrons are people who use the library to meet their information needs. In this research, library patrons refer to the students who access and use the library services of the academic library in the study.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of the literature that is relevant to this study. The literature reviewed is from past publications covering various topics related to websites in academic libraries for service delivery. Topics covered in this section include a review of academic libraries and their services, information systems in academic libraries with a focus on the website, information literacy programs of academic libraries, information searching strategies of patrons within an academic library, sources for information search used by patrons of academic libraries, use of social media in the libraries and challenges facing academic libraries in using websites for service delivery.

Literature Review Methods

Information gathered was primarily from books and electronic journals. These journals were accessible through research databases such as ProQuest Central, Emerald, EbscoHost, and Sage Publications. Key terms employed to access literature for this study included academic libraries, websites and academic libraries, services and academic libraries, information literacy, information search, information searching behaviour, social media, and academic libraries, and challenges of using websites in academic libraries. There was an evaluation of retrieved literature for their relevance to the study. This evaluation criteria involved the credibility of the authors, the methods used to conduct the studies available in the literature, looking at the

findings of those studies, and comparing the results within those studies.

Information gathered from the review of the literature was organized into themes that are present in this section.

Marketing Strategy

The marketing concept, as observed by Peter and Donnelly (2011), is customer-centred. Marketing lets you decide the kinds of services you need to offer your customers to meet their needs and maintain customers in the long term (Evans & Alire, 2013; Lafley & Martin, 2013). Effective marketing is used for sound business strategies, allows innovation in organizations, promotes branding activities, builds customer relationships, and increases web marketing (Evans & Alire, 2013; Kotler et al., 2017). Conway (2013) and Drucker (2011) note that it is easier and cheaper to maintain marketing relationships than create new ones.

Customers have the liberty to identify with any brand at any moment beyond the control of an organization. Customers can easily compare products and services through information technologies and websites to decide on those that meet their needs (Lafley & Martin, 2013). Lucas (2015) has observed that when consumers struggle to access the products and services of an organization, they are likely to give negative publicity about that organization. The consumers shift to the products and services of competitors that meet their needs conveniently.

Conway (2013) points out the need to establish long-lasting relationships between a not-for-profit organization and its market. But most importantly, an organization should engage in internal marketing to its employees. The employees deal directly with the customers interacting with the organization. Thus, the employees will also market the organization as they interact with the customers.

Marketing Mix

Marketing is needful in a rapidly changing industry. Through marketing activities, an organization keeps its products/services differentiated in a competitive environment. It adapts to market trends and maintains stronger customer ties (Piskorski, 2011). An organization implements a marketing strategy to face competition and manage the relationship with its customers (Gainer, 2010). As Kotler et al. (2017) note, an organization uses a marketing mix as a set of tools to implement its marketing strategy.

The marketing mix is categorized into four groups known as the 4Ps (Gainer, 2010; Kotler et al., 2017). These 4Ps are product, price, place, and promotion. Product refers to offerings by the organization that satisfy a need in the market. Place refers to how the organization will make the offering available to consumers through its distribution channels. Price stands for how much the organization will charge for the offering. Promotion deals with the organization's communication about the desirable qualities of the offering that will satisfy the market need. According to (Lucas 2015); Peter and Donnelly (2011); and Wood (2013), customers and investors get to identify and know more about an organization through the website. These necessitate the organization to implement its marketing strategy on its website.

Marketing through Websites

Organizations use websites for communication purposes and to attract new businesses. The websites, designed to attract investors, provide crucial information about an organization (Lucas, 2015; Peter & Donnelly, 2011). This information includes the mission, objective strategies, and strengths. Other information offered through the websites is contact details for the organization, products and services, and reports and projects undertaken by an organization.

According to Lucas (2015), consumers would defect to competitive products and services when the website is not working efficiently. The inefficiency arises from the organization lacking an online presence through the websites. Other reasons for inefficiency in service delivery are that the website is not up-to-date, is hard to navigate, or takes too long to load the website.

Websites are very crucial in the branding strategy of an organization. A website is a tool for promoting brands (Lucas, 2015). Branding strategy distinguishes products and services from those of an organization (Peter & Donnelly, 2011). The structuring of information within the website, the colour theme of the website, and images used on the website distinguishes a brand.

An organization can get a report on the usage of its website by tracking the traffic on its site (Lucas, 2015). The report contains statistics on the number of visits to the website, duration of visits to the website, demographic data of visitors, and specific parts of the websites that were of interest to the visitors. An organization will use the report to evaluate the effectiveness of its communication through the website. Through those reports, the organization evaluates and enhances its marketing strategy through the website.

Websites offer effective connections between an organization and its customers (Lucas, 2015). Websites enable the marketing activities of an organization through communities of marketing (Peter & Donnelly, 2011). The communities are online or virtual platforms where consumers discuss or chat about the products and services offered by an organization. Through those communities, marketers can communicate with current and potential customers about the brands. This communication increases sales by influencing the customer to make a purchase decision of the brands.

Social media facilitate user interaction. An organization can use social media to establish brands, share information, identify and connect with customers, target a specific demographic group and increase organizational awareness (Lucas, 2015). According to Wood (2013), social media increases brand awareness through marketing content generated by marketers and consumers through social sites. She further states that social media marketing attracts consumers to visit the websites of an organization.

Marketing in Academic Libraries

Advances in technology have shifted the mode of information access and service delivery in academic libraries. Patrons are more likely to use electronic resources than the traditional print resources accessible in the libraries (Asubiaro, 2017). When patrons find that the medium used to access electronic resources is not user-friendly, they search for information in alternative places such as Google (Breeding, 2014; Kirkland, 2010; Makondo et al., 2018). Academic libraries increasingly use ICTs to offer their services (Allen & Taylor, 2017). The libraries tap into opportunities presented by the ability of learners to mobile technologies in accessing online education.

Libraries face competition from publishers and other electronic information providers like Google and Amazon. According to Evans and Alire (2013), libraries need to implement marketing strategies for their service delivery. They propose that marketing in the libraries would help identify why a non-user is a non-user, suggesting the following as a possible explanation. The user is not aware of your product. The user cannot find your products. The user does not need your product. The user prefers a different brand of the product. The user does not understand what your product can do. The user believes that the cost of your product outweighs the

value of the product. The user has difficulty using your product or does not expect a good service from your library. Librarians need to use digital marketing tools deliberately to reach their customers, identify their needs and look for the best strategy to meet those needs (Ndungu & Gikandi, 2018). However, Ofori et al. (2020) observed that librarians in academic libraries in Africa do not market their libraries. The librarians lack marketing skills, lack funding for marketing activities, lack of marketing policies, or lack marketing plans.

To meet the needs of patrons, libraries can shift to user-centric service delivery. User-centric services revolve around the needs of patrons. In addition to having user-centric services, academic libraries are to put the use of information and communication technologies (ICTs) into consideration when forming their strategic plan, as most patrons use those technologies. One of the ways that academic libraries use ICTs is through the use of websites.

A study conducted by Asubiaro (2017) determined that some academic libraries have an online presence through the website, while others lack an online presence. In this digital era, libraries that do not have an online presence are ineffective in reaching their intended patrons. They are also limiting their patrons to access information only when they are on their premises. Those academic libraries do not support online, distance, and e-learning programs offered by their parent institutions. To effectively use websites for service delivery, academic libraries would equip their patrons with skills through information literacy training.

Information Literacy

An important factor in information search is information literacy. Information literacy has been defined as “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and

valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (*Framework for Information Literacy for Higher Education*, 2015). Information literacy plays a role in the way patrons identify their information need, and how they meet that need using information. An information literate person can identify a problem or gap that needs to be solved. They would come up with strategies to solve the problem. A crucial part of the strategy is to have the ability to identify the relevant information for the situation. An information literate person will be able to retrieve and use information in a meaningful way to tackle the problem at hand.

Students access information depending on the information-seeking behaviour. Savolainen (2016) defines information-seeking behaviour as “the range of ways employed in discovering and accessing information resources (both human and systems) in response to goals and intentions.” (p 1157). Haley and Clough (2017) define information-seeking behaviour as a process people go through to fulfil the information need required to interact with their environment. Information-seeking behaviour constitutes the strategies used in information search.

With the assumption that using an online library catalog would lead patrons to outdated books on library shelves, Burkhardt et al. (2010) have noted that students’ first stop for information source is the internet which is perceived to have more current information. They would turn to alternative sources when they are unsuccessful with the internet. Jamali and Shahbaztabar (2017) observe that patrons get frustrated when there are barriers to information access. They were likely to look for alternative methods of accessing information that was initially out of reach. Patrons may also meet their information need by asking for information from their peers, lectures, social media, and any website links provided by the library (Jamali &

Shahbaztabar, 2017). Thus, the information-seeking behaviour is demonstrated by a change of strategies in accessing information.

Information Search Strategies in Academic Libraries

Savolainen (2016) states “that strategies for information seeking and searching are important factors indicating how people plan their search processes, select or exclude information sources, and finally stop the search process” (p 1155). Burkhardt et al. (2010) note that information research and retrieval is multi-process and interdisciplinary. They outline four stages for information research. In the first stage, patrons identify the topic under search. The second stage is the gathering process of background information about the topic. In the third stage, patrons focus on the topic researched using the background information. In the last stage, patrons evaluate the sources for the topic.

Stages for Information Research

The first stage for information research, as outlined by Burkhardt et al. (2010), is the identification of the topic under research. In this stage, patrons read to understand the topic of research. Patrons identify the concepts for their study and think of their related terms or synonyms. The key terms determine the roadmap for the study. A list of subjects or disciplines related to the study will broaden the research experience and yield more results. The second stage is the gathering of background information about the topic under research. Patrons initially read to get an overview of the study from sources like encyclopaedias and other reference materials. Then they read to get in-depth details about the study. They can get in-depth information from primary or secondary sources of information.

In the third stage, patrons focus their research by gathering relevant information from journals, high-quality websites, books, or past research about the topic under study. The fourth stage is the evaluation of sources of information. Patrons evaluate the credentials of the authors, the currency of the work, and the relevance of the work.

Sources for Information Search

With increasing information volumes and information resources, patrons find it tasking to sift through a plethora of required information. They find it easier to use alternative and less complex information resources in locating information (Becker & Yannotta, 2013; Deodato, 2015). Patrons follow the law of least effort to access information resources (Evans & Alire, 2013). Deodato (2015) observes that patrons rely on information that they can easily find regardless of its quality. This may affect the quality of information retrieved and used by patrons. Therefore, academic libraries need to put up strategies to encourage the access and retrieval of quality information.

Academic libraries have employed tools that might increase pleasant experiences in information search and retrieval. Federated search improves information search experiences. This search looks through the library catalog, library journals, e-resources in one search (Chickering & Yang, 2014). By using discovery tools patrons would not have to move from one information source to another. Discovery tools can consolidate journals, books, bibliographic and citation data throughout the search into one search platform (Breeding, 2014; Chickering & Yang, 2014; Deodato, 2015; H. M. Osborne & Cox, 2015; Rafi et al., 2019; Roy et al., 2018). But before these tools get employed by the academic libraries, patrons search for information through social media. Patrons can also get information through the internet, particularly through the Google search engine.

Information Search Using the Internet

Patrons access and retrieve information from the internet. Strategies for information search over the internet enhance the quality of search results. (Cassell and Hiremath (2013) outline five steps for information search over the internet. Patrons determine the reason for using the internet in the first step. The second step is to select the right search tools. Examples of these tools are search engines, metasearch engines, or subject directories. In the third step, patrons formulate the search terms, including synonyms, alternative spellings, or contextualization of vague or generic search terms. The fourth step is to carry out a search using the appropriate search operators. The fifth step is to evaluate the quality of results in terms of authority, reliability, and currency.

Before settling for the internet as a source for needed information, a user has to determine the reason for using it. This reason for using the internet would put into consideration the advantages and disadvantages of using the internet. One of the advantages would be the wide range of information that is on the internet. A major disadvantage is that patrons spend a lot of time locating quality information by sifting through a large pool of information. Once a user has determined that the internet is the relevant medium for information search, the second step would be to select the right tool.

Tools used to access and retrieve information from the internet are search engines, metasearch engines, and subject directories. A search engine is a tool that searches over the World Wide Web for information that matches the searched keywords. Examples of search engines are Ask and Bing. Metasearch engines are tools that carry out an aggregate search through multiple search engines. Subject headings can be organized and indexed into subject directories. These directories

contain synonyms of key terms for alternative terms in a keyword search. After the selection of the right tool, patrons proceed to the third step.

In the third step of the information search strategy, a user creates a list of key terms or search terms for searching the internet. This list will contain synonyms, alternative phrases, and alternative spellings of the terms. When patrons do not get relevant information, they search using alternative terms to get the desired result. This list of search terms is used in the fourth step.

In this fourth step, the user maps out the right search operators. An example of a search operator is the Boolean operator that uses a combination of AND, OR, NOT. Other operators are the use of parentheses, truncations, and quotation marks. Search operators combine key terms or put some limits to key terms used to search. The final step for a user in the information search strategy is to evaluate the search results.

The user evaluates the results according to set criteria. These criteria are the credibility of the authorship, the reliability of the resource, and the currency of the information. The currency of the information is determined through the last updated indication on the webpage. Once the evaluation is done, the user determines if the result is of good quality or not. When unsatisfied by the result, the user goes back to reformulate the search strategy until the desired information is retrieved.

Cassell and Hiremath (2013) observe the strengths and weaknesses of searching and accessing information over the Internet. For the strength of using the internet, patrons access information easily at the click of a button. They access current information immediately from its creation. The Internet allows access to multiple formats of information. Patrons access some types of information that are exclusively available over the Internet. The interactive capability of the internet allows patrons to share their ideas. The internet provides simultaneous accessibility of the same

materials by multiple patrons. Disadvantages of using the internet for information access have been documented by Makondo et al. (2018). Information on the internet may be unreliable. Patrons have to evaluate a huge amount of information to get what they need, and much information may be irrelevant for their study. Cassell and Hiremath (2013) add to the disadvantages of the internet. The quality of information on the internet is unregulated, information overload makes it inefficient to choose relevant information, and volatility of information found over the internet.

Google Search Engine

Kirkland (2010) notes that patrons use the online public access catalog (OPAC) less because the catalog is not user-centric. It provides only bibliographic descriptions of information resources. However, a search engine facilitates the access of more information beyond metadata. Breeding (2014) complements this observation by stating that information on Google and other search engines is easily accessible once patrons are in the web environment. Makondo et al. (2018) have pointed out that patrons prefer accessing information through Google because of its attributes on user-friendly, a wide range of information, a higher rate of success retrieval, ease of use, and the simplicity of its interface. Breeding (2014) recommends that “library resources should be findable on the open web and in the broader universe of information” (p. 24). As students search for information from Google, they find library resources among the search results.

Kirkland (2010) states that patrons prefer Google and other search engines over the library’s catalog due to their algorithms. The search engines have structures that assist information seekers in retrieving relevant information by guiding the patrons through the search process. Patrons get suggestions for alternative spellings. They access reviews of particular information sources, suggestions of other sources of

information materials, relevancy ranking of information results, and a similar searches feature that lets the user know of other resources that other people with similar interests have searched. Makondo et al. (2018) found from their research another reason for students to prefer Google over the library's databases. Patrons lack skills in searching the databases, hence the need for an information literacy curriculum. With information literacy training, patrons can access information provided by the library through the OPAC. This will increase the usage of library books and other library services such as reference services.

Online Public Accesses Catalog (OPAC)

With the adoption of technology in the libraries, OPAC replaced the traditional card catalog (Diao, 2018). Patrons could access bibliographic data of resources within the library through a computer terminal. The database of the library catalog, connected to a server, is accessed when a user is online. The ability of OPAC to be accessed over the internet is be a strong reason for a library to adopt a particular library system (Asim & Mairaj, 2019). The OPAC would be accessible through the library's website allowing patrons to connect to the library's databases remotely.

Problems with the OPAC interface include the limitation of the library management system to its exclusive management of library's resources, limited support for metadata, and a limitation of search options to collections owned by the libraries, lack of suggestions for alternative search terms or spellings due to limiting algorithms (Yesmin & Ahmed, 2016). The interface design of OPAC was not as simplistic and user-centred as those of Google and Amazon (Breeding, 2014; Diao, 2018; Yesmin & Ahmed, 2016). They also did not have the intuitive feature that gives suggestions for search terms and concepts to patrons. The intuitive search feature enhances the search experience by making the user aware of related information

material, giving the user an option to explore more concepts to enrich their information collection. As an improvement of the usage of the library's catalog, OPACs became part of the library system, with some having a feature of web usability. Some improvements facilitate information access in the library through discovery tools (Breeding, 2014; Chickering & Yang, 2014; Diao, 2018). These discovery tools meet the shortcomings of OPAC as a way of providing an alternative to web search engines.

Discovery Tools for Information Search

Discovery tools are web software that integrates search results from various information sources held by libraries such as books, videos, archives, and repositories (Chickering & Yang, 2014). Discovery platforms impact librarianship and how patrons discover and interact with library collections (Fu & Fitzgerald, 2013). Chickering and Yang (2014) list proprietary Discovery tools such as AquaBrowser, Axiell Arena, BiblioCore, EBSCO Delivery Services, Encore, Endeca, Enterprise, Primo, Visualizer, Summon, and WorldCat Local. Examples of open source and free Discovery tools are Backlight, eXtensible Catalog, and VuFind. Discovery tools are accessible through the library's websites or web pages. Some academic libraries are using discovery tools to enhance user experience in information search.

Discovery tools save patrons' time and effort in information search. Patrons search through the entire library's resources in one search box (Breeding, 2014; Deodato, 2015; Diao, 2018). With discovery tools patrons will not have to sign in to multiple databases to access information, eliminating the need to have many log-in credentials for each library database. Patrons' time for information search is saved as discovery tools eliminate the need for shifting within different sources of information provided by the library (Breeding, 2014; Chickering & Yang, 2014; Deodato, 2015;

Diao, 2018; Yesmin & Ahmed, 2016). Resources such as the OPAC, e-books, and e-journals that the library has subscribed, and the institutional repository that contains research output held or subscribed to by the library are thus easily accessible with one search.

Use of Websites in Academic Libraries

Library websites promote information literacy programs, empowering patrons to access desired information and use it appropriately (Barefoot, 2018; Kingori et al., 2016). They maintain customer relationships and market library activities (Orayo et al., 2019). The website provides infrastructure for digital library services, storage, and presentation of electronic resources (Asubiaro, 2017).

While redesigning their library website, Becker and Yannotta (2013) have identified six core goals that design the composition of their website. They formed the goals from the direct feedback of their patrons. The first goal focused on the ability of patrons to locate high-level information within three clicks. The second goal was the use of concise and clear language used within the website. The third goal was to have a reliable site, while the fourth goal was to develop a visually appealing site. The fifth goal was to have a flexible and expandable site that would accommodate technological changes, and the last goal was to market library services through the site. Chow et al. (2014) propose information found on the website of a library. This includes the operation hours, access to the online public access catalog (OPAC), contact information, online retrieval, news and events, social media tools, and the ability to give feedback.

Silvis et al. (2019) proposed a framework for heuristic evaluation of academic library websites. This framework has a list of 14 heuristic elements for interface design. These elements include labelling concepts, logical arrangement of

information, minimalistic interface design, and user guidance for novice patrons. Other elements are the help documentation for patrons stuck within a webpage, efficiency features for navigation speed of patrons with different levels of expertise, consistency of the appearance of interfaces within the website, and context that inform patrons what they expect from an interface. Other heuristics listed are task completion support, controllability, error recovery, error prevention, and feedback.

Retnani et al. (2017) did usability research on an academic library website. From the study, over 85% of their participants understood the content within the website. Over 90% spent time on the website just as planned. Over 75 % responded that the website worked as it was supposed to with minimal errors. Over 85% were satisfied navigating the website, and 89% indicated that it was easy to learn and navigate the site. (Abifarin et al., 2019) conducted a study on 14 academic library websites in Nigeria. Some websites did not have clear fonts of their headings. Some did not have clear default buttons. The screens had overcrowded content within a page, and some links were not working. Some web pages took too long to respond to commands. There were no help features to assist stuck patrons.

Social Media in Academic Libraries

Organizations have used social media in collaborating with customers, identifying potential categories of customers, enhancing information sharing, innovation, decision making, and leveraging their strategies to these connections (Asubiaro, 2017; Barwise & Meehan, 2010; Laudon & Laudon, 2018; Piskorski, 2011; Stallings & Case, 2013). Librarians use social networking sites to foster networks with other librarians and patrons (Tella & Oladapo, 2016). Librarians boost their outreach services to various patrons through social media.

As students use social media as a preferred communication channel, librarians can use social media platforms guided by their policies to publicize their content and promote educational information (Chizwina et al., 2017). In another study, students are likely to use WhatsApp when they are not within the library premises (Chaputula et al., 2020). A majority of those making inquiries through the platform are satisfied with the service. Others are unsatisfied with late or no responses to their needs through WhatsApp.

Moradi et al. (2017) researched through the top 100 academic libraries globally on their use of Web 2.0 technologies. In their study, 95% of the libraries had social media networks on their websites. 91% had RSS feeds, and (82%) had social tagging. Social media on the websites include Facebook, Twitter, and YouTube. RSS feed was used to cover library news, events, workshops, exhibitions, and OPAC. Blogs were used to report about news, events, databases, and links to the library. Podcasts and vodcasts containing information about access and use various library services such as the library catalogues and electronic resources were present on the websites.

In a study on academic libraries' websites by Clunie and Parrish (2018), 70% of those websites had social media primarily for information dissemination. The mission statement was available on 62% of the websites studied. 52% of the libraries had their strategic plans on the website. 17 % of the academic libraries had an assessment website. Only 4% of the academic libraries had an assessment plan on their websites. The assessment plans capture feedback on user experiences in using the websites. The librarians implement creative and relevant service delivery from the assessment feedback.

Social Media in African Academic Libraries

Tella and Oladapo (2016) have studied the use of social media in websites of 21 top-ranking academic libraries from Nigeria and South Africa. The findings of this study indicated that South African academic libraries used more Web 2.0 technologies than those of Nigeria. The study also determined that more South African academic libraries' websites contained electronic resources, with e-journals and e-databases being the most available resources. A study by Wordofa (2014) on websites of academic libraries in Africa confirmed the presence of Web 2.0. to publicized the libraries' services. From the study, social networking sites like Facebook and Twitter were popular. The use of blogs, RSS, and media-sharing sites was limited.

Kenyan academic libraries have embraced the use of Web 2.0 in their service delivery. Although findings from studies across websites of academic libraries in Kenya revealed that RSS, Facebook, and blogs were common in the sites, they still faced challenges of having inadequate technological infrastructure and skills required to effectively use the platforms (Fred & Tom, 2015). The academic libraries in Kenya used Web 2.0 to boost awareness for new arrivals, network with patrons, and promote information literacy programs.

Some academic libraries were not poised to use social media in their service models. From a study done in Ghana, librarians were ill-equipped to using social media for their services (Ahenkorah-Marfo & Akussah, 2016). A lack of policy in social media use for service delivery prevented the libraries from using the tools to deliver their services. Librarians should train to use the tools effectively in adapting to changes in the digital era, just as their patrons prefer these tools as a means of communication. Social media can be used to relay information about their services, boost the reference service, assist students in connecting to the online resources while

at the same time promoting authentic information that would minimize negative impressions about the use of social media (Ahenkorah-Marfo & Akussah, 2016; Chizwina et al., 2017). Social media benefits the library greatly in service delivery.

Summary

The literature reviewed in this chapter has given insights into how academic libraries use websites for service delivery. Academic libraries have incorporated the use of Web 2.0 in the libraries. Patrons can know about the library resources through the OPAC or discovery tools. The OPAC and discovery tools are accessible through the websites of academic libraries.

Academic libraries ought to evaluate their websites. From the evaluation, librarians will implement relevant services that meet the needs of their patrons. Marketing strategies for service delivery through the websites can be developed and implemented according to the marketing plan. In this manner, academic libraries will be offering user-centric services that would enrich their service delivery.

Through the literature, academic libraries in the developed and the developing world use websites differently. Academic libraries in the developing world, particularly in Africa, need training and strategies in using the websites for service delivery. Through the literature review, a study will be designed to research the use of the website for an academic library in the developing world, particularly in Kenya. This research will describe the use of the website by an academic library in delivering services through the website.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology that was used to conduct this research. Areas discussed are the research approach, research design, and research context. The research approach for this study was qualitative research. The research design for this study was a descriptive case study. Research methods presented include sampling procedure, instruments for data collection, methods of data collection, data collection procedure, the trustworthiness of data, methods of data analysis, and ethical consideration for the study.

Research Approach

This study used a qualitative approach to find out how participants construct meanings of a situation (Bryman, 2016; Creswell & Creswell, 2018; Creswell & Poth, 2018; Patton, 2015; Sekaran & Bougie, 2013; Stake, 2010). Qualitative research relies on words and pictorial communications analysed for meaning or answers to research questions under study (Bryman, 2016; Creswell & Creswell, 2018). Data for qualitative research come from “participant observations, field notes, in-depth interviews, and open-ended questions” (Vogt & Johnson, 2016, p. 354). As noted by (Creswell and Creswell (2018), Creswell and Poth (2018), Patton (2015), and Stake (2010), the researcher in qualitative research is the key instrument of data collection.

Different designs for qualitative studies are phenomenology, ethnography, grounded theory, case study, and narrative research (Bryman, 2016; Creswell & Creswell, 2018; Creswell & Poth, 2018; Flick, 2014; Wa-Mbaleka, 2018). This study

used a case study design. A case can be a person, phenomenon, an entity, an organization, an ethnic group, a process, or any particular thing of interest that is studied (Bryman, 2016; Creswell & Poth, 2018; Sekaran & Bougie, 2013, 2013; Wa-Mbaleka, 2018). A case is a unified system that is specific and bound within certain parameters. In this study, the case was the experiences that patrons of an academic library had in accessing library services offered through a website.

Research Design

The type of this study was a descriptive case study which describes a case under a study (Baxter & Jack, 2015). In this research, patrons described their experiences on accessing library services through the website. Librarians described the services offered through the website. Through content analysis, there was a description of the content of the website.

Research Context

The context of this research was an academic library of a private Christian institution. The academic library in the study was located physically in Kenya. Faculty and students served by this academic library were from various African countries. The academic library used the website to offer services to its patrons. Patrons accessed electronic library resources through the website. According to Allen and Taylor (2017), ICTs have enabled students to access quality information accessible from academic libraries for research purposes.

The COVID-19 pandemic has affected ways of life on a global scale. A crucial area of life that has been affected is traveling and physical interactions. The students are carrying out their studies virtually because of the restriction of movements in the pandemic era. With a restriction on movement, students from the academic library in study have limited options in accessing the library. The most convenient way for them to access the library is through an online connection, just as they are accessing other university services remotely. Students access library services remotely through the website.

Sampling Procedure

The participants of the study were the students and librarians of the academic library in the study. The appropriate sampling method for this qualitative study was purposive sampling. Bryman (2016), Creswell and Poth (2018), and Patton (2015) propose this method in recruiting specific participants that have valuable information that is relevant to the study. In this study, participants comprised students and librarians. The students gave information about their experience in using the website. Librarians also described their experiences in delivering services through the website.

The students who participated in the study were all on the post-graduate level. The university offers only post-graduate courses. Initially, the students were to be recruited from a list of those who frequently accessed library services through the website. This list was not available to the researcher. The alternative was to get participants from those who had made email inquiries on accessing library services through the website. The anticipated range of the participants was between twelve and fifteen students. The final number of student participants was determined when data was saturated, and no new data emerged from the interviews.

Two librarians were to participate in the study. The university librarian was to give important information about the strategic use of the website for service delivery. The second librarian, who was in charge of the library's electronic resources, made insights about accessing electronic resources through the website. The academic library website was part of the sample for this study. This study described services offered through the website.

Instrument of Data Collection

For this case study research, data collection was through interviews and content analysis. Complexities of finding students in person ruled out the possibility of collecting primary data through observation since the classes were held online. The interview and content analysis were appropriate in collecting data in instances where it was a challenge for the researcher to observe the participants in their natural setting, as noted by Bryman (2016), Patton (2015), and Stake (2010). In the interview method, the interviewer relies on narration and experience of the interviewee on the phenomenon in study. Text, image, or sound in a study get analysed through the content analysis method.

In an interview data collection method, as explained by Patton (2015) and Vogt and Johnson (2016), an interviewer gets the perspectives of an interviewee by asking questions to the interviewee. Bryman (2016) and Creswell and Creswell (2018) note different ways of conducting an interview. The interviews can be conducted face-to-face, through telephone, through the internet, or focus groups. For this study, interviews were conducted face-to-face with students and librarians through a computer. They were conducted through the Zoom platform. Computer-aided face-to-face interview, as noted by Bryman (2016) Creswell and Poth (2018), and Wa-Mbaleka (2018), had the convenience of saving time and resources for data collection

and enabling connection with participants where having a physical meeting was a challenge. Students had separate interviews from the librarians. Appendix A contains the interview guide for the students. The interview guide for the librarians is in Appendix B. The average interview time was 35 minutes.

As noted by Bryman, (2016), Flick (2014), and Krippendorff (2013) content analysis method is to collect and analyse data that is available through text. Bryman (2016) and Creswell and Creswell (2018) identify websites as virtual documents. Content analysis was used in this research to analyse the content of the library website. A content analysis checklist was used to collect data from the website. The review of literature that evaluated library websites such as by Al-Qallaf and Ridha, (2019); Chow et al. (2014); Sahoo and Panda (2019) was instrumental in developing a checklist to be used in this study. This checklist is in Appendix C.

Trustworthiness

Data was collected in three months by interviewing students and librarian participants, taking account of their perceptions about the use of websites in the provision of services by the library. The participants were encouraged to be open and confident in sharing their experiences in interacting with the library through websites.

Data of good quality provide sufficient answers to the research questions proposed by this study. Wa-Mbaleka (2018) presents the guidelines for the trustworthiness of data. They are credibility, confirmability, dependability, consistency, transferability, and utilization.

Credibility

According to Wa-Mbaleka (2018), credibility is how the research reflects reality. The data collected through different methods were combined to reflect a

holistic meaning through triangulation. “The logic of triangulation is based on the premise that no single method ever adequately solves the problem of rival explanations.” (Patton, 2015, p. 661). Therefore, data collected through a combination of different methods yield holistic information. In this research, data collection was through interviews and content analysis. Triangulation of the collected data reflected the reality of experiences of library service delivery through the website.

Confirmability

As noted by Wa-Mbaleka (2018), confirmability reduces researcher bias or subjectivity. Peers confirm identified patterns and themes from the data to minimize researcher bias (Patton, 2015). Findings from this research was shared with a faculty in the information technology field to go through the work to review the theme of using websites in service delivery. This peer review improved the trustworthiness of the data collected for this research. The participants also confirmed the data that was captured during the interview to be a true reflection of their responses.

Dependability

The dependability of data was through comparing the emerging themes and patterns (Creswell & Poth, 2018; Patton, 2015; Wa-Mbaleka, 2018). A comparison of themes and patterns highlighted any differences or negative cases from the responses. This comparison brought forth any alternative or rival explanations that may arise from the data that would need to be studied. This comparison was beneficial in determining how cases reflect the reality of using websites in accessing services delivered by the library; the common themes that arose from the experience of the participants of this study compared to the content on the website. Enhancing the dependability of the findings formed concrete conclusions on the use of the website in

service delivery. These conclusions formed the basis for the proposed recommendations to enhanced service delivery through the website.

Consistency

Consistency was by comparing findings collected by different instruments (Patton, 2015). In this case, comparing the data collected from the interviews and the content analysis determined the consistency of the data collection tools. The more consistent the data is, the better the quality of the instruments.

Transferability

Another aspect of the trustworthiness of the data was that of transferability. According to Wa-Mbaleka (2018), the results from the research are transferrable when they can applied in another setting. The use of websites by the academic library in the study is not a unique occurrence. Academic libraries in Kenya use information technology for service delivery. Through the research methods outlined in this research, other academic libraries in Kenya can apply this study in their settings (Wa-Mbaleka, 2018). These enables the librarians to transfer this study and describe how they are using websites for service delivery.

Utilization

The utilization or application aspect addresses how the findings benefits others (Wa-Mbaleka, 2018). The participants in this study benefit by having a description of how they are currently using the website for library services. They get the chance to see proposed strategies to improve their experiences in accessing or delivering library services through the websites.

This research will be made available to other librarians or other patrons of other academic libraries to know the library services delivered through the website.

They may use information from this research to improve their experiences in using the websites for library services. Improved library services through the websites will move them closer to achieving their goals for excellence in service delivery.

Data Collection Procedure

The participants were recruited through email. The email contained the purpose of the study. It also contained an invitation to participate in the study. They were informed through the email that they would participate in an interview that will be carried out through zoom.

The participants indicated their willingness to participate in the research through their response to the email. They sought clarification about their roles in the study to which clarification was given. They affirmed their availability for the zoom meeting. They indicated their ability to use zoom. They used the platform sometimes for their academic activities. They agreed to participate in the study by signing the informed consent forms. The interviews were then organized for the participants.

An interview guide was used to collect interview data (Bryman, 2016; Creswell & Poth, 2018). An interview guide contains a list of questions or issues of interest to ask in an interview (Bryman, 2016; Patton, 2015). The interview guide for students is in Appendix A, and for the librarians is in Appendix B. Notes from the interviews were recorded in the interview guide to be analysed later.

Qualitative content considered for data collection in this study was limited to that which pertains to the academic library in the study. Al-Qallaf and Ridha (2019); Chow et al. (2014); Sahoo and Panda (2019) used their checklists to evaluate the contents of library websites. I formed one that I used to analyse the contents of the library website in the study. This checklist is in appendix C. This content from the website was categorized into coding units as guided by the content analysis checklist.

Validation of the interview guides and content analysis checklist were done by sharing the data collection tools with advisors and faculty with expertise in an area of study, as proposed by Creswell and Poth (2018) and Wa-Mbaleka (2018). In this research, my research advisor and a faculty in the information technology field will go through the interview guides and the checklists to validate them for the study.

Methods of Data Analysis

Data from the interview were organized and coded into themes or patterns that emerged from the study (Bryman, 2016; Creswell & Poth, 2018; Patton, 2015; Stake, 2010). Content analysed from the website was categorized into themes, as noted by Bryman (2016); Chow et al. (2014); Krippendorff (2013); Mayring (2014); Sahoo and Panda (2019). Triangulated data from the interviews and content analysis described the experiences patrons have in accessing online library services.

Wa-Mbaleka (2018) has presented a model for data analysis adopted for this study. In this model, I organized and classified the transcripts for ease of identification and retrieval. I browsed through the transcripts to have a general perspective of the ideas discussed in the interviews. After that, I read a few of the transcripts keenly to come up with codes. Codes arose from frequently appearing phrases or ideas. They arose from ideas that participants have stressed to be of importance. Identified codes were used to generate a coding manual. The coding manual guided the coding of the rest of the transcripts. New codes, emerging from the rest of the transcripts, were added to the coding manual.

Codes that were meaningless to the study were not analysed. The collected data were coded and grouped into themes and categories. Answers to the research questions were from the emerging patterns in the identified categories and themes. According to Baxter and Jack (2015), all responses, analysed as a whole, yielded a

wholistic description of the case. This analysed information from interviews and content analysis described the use of the website for service delivery.

Ethical Considerations

Ethical considerations guided me to conduct the study ethically. These considerations ensured the trustworthiness of the data collected and the credibility of the study as a whole. I needed to obtain the necessary clearance from an ethics committee before collecting data (Creswell & Poth, 2018; Wa-Mbaleka, 2019). This clearance safeguarded me from unethical practices while conducting the study.

Before data collection, this study followed components for ethical considerations, as discussed by Wa-Mbaleka (2019). The following were the components of ethical considerations for research. A description of the purpose of the study. A clear indication of what the participants and I will gain from the study. A declaration of planned tokens or promises to be offered to the participants. A discussion of any risks posed to the participants or me. Assurance of privacy and confidentiality of the participants. Informed consent from participants who have understood their role in the research. Data ownership between the participants and the researcher. Protection of mental health of the participant and me. The role of ethical advisor in the study. The choice of methodology for collecting data ethically. Data collection boundaries and any legal issues that may arise from conducting research.

I applied for a permit to do my research in Kenya. The National Commission for Science, Technology, and Innovation (NACOSTI), grants licenses for research activities carried out in the country (*Directorate of Research, Accreditation and Quality Assurance*, n.d.). Having obtained a research license from NACOSTI, I sought permission from the university to collect data for my research. The research license is in Appendix D.

Participants of the study were contacted and informed of the purpose of the study. Participation in the research was voluntary. Participants signed the informed Consent Form in Appendix E. Participants were assured of their privacy and the confidentiality of their identity throughout the interview. There were no safety risks for participating in the study. The security of data from this study was through a password-protected computer. This security maintained the confidentiality, privacy, and safety of the participants. Multiple perspectives from the analysed data were reported as honestly as expressed by the participants.

Summary

This chapter contains the methodology for carrying out this research. This study will be through a qualitative research approach. The experiences from students and librarians in using websites for service delivery in an academic library will be through a descriptive case study. The research context research is an academic library. A range of twelve to fifteen students will participate in the study. Two librarians will participate in the study.

Data collection was through interviews and website content analysis. The collected data was coded and grouped into themes and categories. Answers to the research questions was from the emerging patterns in the identified categories and themes. Also discussed are the ethical considerations that will keep the research within ethical parameters while collecting, analysing, and presenting the findings of this research.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study. It included the study area setting, description of the response rate, demographic characteristics of the participants, results, and discussions based on the research questions.

Study Area Setting

This study area setting was the academic environment in Kenya, specifically in higher education. Higher education in Kenya is regulated by the Commission for University Education (CUE). This commission regulates the quality of programs offered in those institutions. The CUE outlines the directives expected to guide the operations of academic libraries in supporting academic programs offered in higher institutions in Kenya (*Commission for University Education - View All - Standards and Guidelines*, n.d.). Periodically, the CUE carries out assessments in academic institutions, including their affiliated libraries, to ensure compliance with the stipulated directives.

Across the country of Kenya, Academic libraries use technology to acquire, process, store, retrieve and disseminate information resources. The use of websites and social media tools is characteristic of academic libraries in their service delivery. Such technology or information systems facilitate access to library services at the convenience of the patrons regardless of the confines of time and location.

Even though the academic library in the study is physically located in Kenya, it is patronized by students from across Africa and beyond. For the library to be effective in its mandate of providing library and information services to its patrons, it must cater to all its patrons regardless of their physical location. For this reason, this research study was an attempt to describe the use of information systems, particularly the website in offering library services to meet the needs of patrons.

Response Rate

Information from the university registry department indicated that there were 9 postgraduate programs that had been in session for the past three years. Initially, I wrote to all the postgraduate students asking them about their frequencies of accessing library services on the website. I followed up that question by asking them who would be willing to participate in an interview about their experiences in accessing library services on the website. I got a few responses from the students that indicated that students access library services only when they are in session. Only 2 of them expressed their interest in participating in the interview.

I decided to write an email to the students individually from the student list, mainly to those who sometimes contact the librarians for help in accessing the library services online. Student participants were interviewed based on their response to their availability for the study. Participants were recruited and interviewed to achieve data saturation. Data saturation was achieved by the time the ninth student participant was interviewed.

Twenty-one student participants were contacted through the emails. Ten of them indicated their availability for the interview. One participant did not make it to the interview and did not respond to my request for rescheduling it to another time. Two librarians participated in the interview. In total, 11 people were interviewed to

gather data for this study. The interviews were conducted after the participants gave their formal consent to participate. The demographic characteristics of participants are presented in the table below.

Demographic Characteristics of Participants

The student participants were coded as SP while the librarians were coded as LP. A total of eleven participants were involved in the study. Nine participants were students. Two librarians participated in this study. Six students were at the master's level, while the remaining three were doctoral students. The majority of the participants were from Kenya. These were six Kenyans. The remaining five participants were each from Angola, Ghana, Namibia, Tanzania, and Zambia. The participants comprised eight males and three females. A summary of the demographic characteristics of participants is in Table 1.

Table 1. Demographic Characteristics of Participants

Participant Code	Gender	Category of Participants	Level of Study (For Students)	Nationality
SP1	Male	Student	Masters	Angolan
SP2	Male	Student	Doctorate	Kenyan
SP3	Male	Student	Masters	Zambian
SP4	Male	Student	Masters	Ghanaian
SP5	Female	Student	Masters	Tanzanian
SP6	Male	Student	Doctorate	Kenyan
SP7	Male	Student	Masters	Kenyan
SP8	Female	Student	Doctorate	Kenyan
SP9	Male	Student	Masters	Namibian
LP1	Female	Librarian		Kenyan
LP2	Male	Librarian		Kenyan

Results and Discussion of the Study

To document their experiences, it was appropriate to interact with the patrons to get their experiences in accessing library services offered through the website.

Patrons had an opportunity to narrate their experiences in using the website through interview sessions. Both students and librarians were interviewed for this study. Their responses were compared to the content available on the library webpages.

I used the Wa-Mbaleka (2018) model for data analysis adopted for this study. In this model, I organized and classified the transcripts for ease of identification and retrieval. I coded the first transcript to generate the coding manual. More codes were added to the manual as they arose from the other transcripts. All transcripts were coded using this coding manual. I grouped related codes into categories. The categories were grouped into themes. The codes are presented in Table 2.

Table 2. Codes for the Responses to the Research Questions

Research Question	Theme	Categories	Codes
RQ1	Library content	Basic library information	Identity, services, operating procedures, contact information
		Information resources	Content type, links to information resources, criteria for content selection
RQ2	Information services	Library awareness	Introduction to the library, marketing tool
		Meeting scholarly needs of the university	OPAC, MyLOFT, websites and research databases, institutional repository, tutorials
RQ3	Access to information	Reasons for using the website	Meet information need, check for new content
		Access route	Sources for information search, information search process
RQ4	Lived experiences	Website design	Content, interface design, loading time, notification of changes, website interactivity
		Customer service	Assistance, training
		Personal impression	Personal skills, overall experience, rating
RQ5	Marketing the Library	Product	Books, Databases
		Price	Subscription fee, library fees
		Place	Website, mode of access
		Promotion	User support, communication
		Evaluation	Evaluation of library services, evaluation of subscribed resources
RQ6	Excellence in service delivery	Library activities	Usage surveys, collection development, current awareness services
		Empowerment	Information literacy, qualified librarians
		Desired website features	Website independence, performance requirements, accessibility, interface improvement, visibility of priority content, messages, social media

Theme 1: Library Content

For Research Question 1, one theme emerged that was called library content. This theme was made of two categories: basic library information and information resources. The basic library information included four codes: identity, services, operating procedures, contact information. Information resources included three codes: content type, links to resources, and criteria to content selection. The two categories and their respective codes are discussed below.

Basic library information. The codes in this category are identity, services, operating procedures, and contact information. These codes, grouped, contained basic information about the library.

Identity. There was information that was useful for the library identity. That information included the library name, an “About Us” section, and the library goals. The About Us section has a brief overview of what the library is. There is also a welcome note from the librarian. Library goals that are available on the library webpage include the library mission and vision.

Services. For the library services, there was a list of services offered by the library. The services in this list had a short description of what they were. There was also a list and description of sections of the library. Those sections directed patrons where to find particular books within the physical library.

Operational procedures. Some operational procedures for the library were available on the library web pages. Those operating procedures were the library policies, rules and regulations, and library opening hours.

Links to library policies were available on the library web pages. They included the library policy and the ICT policy. The other documents crucial to the library operation were; the information literacy curriculum and library strategic plan.

Rules and regulations. The enumerated list of rules and regulations of the library is available on the library web pages. Information on the library opening hours was available on the library webpage. This information, however, did not state whether it was limited to accessing the physical library or if it included other library services like contacting the librarians.

Contact information. The contact information of the academic library displayed on the library webpages was the library email address and the postal address of the library.

Information resources. The students only recognized the information resources that were only useful to their studies. They only mentioned what was relevant to them. For instance, SP4 said, “Sometimes it becomes difficult to find some things. But I can comfortably say I am sure that EbscoHost is available on the library webpage. You know, I can only remember what is relevant on a webpage. I may not concentrate on other content, especially when I am not using them.” SP9 agreed that they only get to the webpage to access information relevant to their studies and not to check for other content on the library webpage. The information resources were OPAC and MyLOFT. These were the means the students used to access books and journals.

SP9 wasn’t sure of the availability of video content on the library webpage. Concerning the presence of tutorials on the library webpage, SP5 mentioned that “I can also say there is OPAC tutorial which helps me access OPAC. Once I am on campus, I can comfortably use the OPAC.”

On the other hand, the librarians mentioned a list of content available on the library webpage. The content was: access to information resources subscribed to by the library, information about the library, the contact information of the library, rules

and regulations, library policies, library opening hours, a list of library services, tutorials, and links to other information resources. There seemed to be a gap between what the librarians identified and what the students saw on the website.

Content type. Content on the library web pages is mainly in text. There are image content types, though the images have no caption. The captions should give more details on the image and how it relates to the other content within the webpage.

Links to information resources. Links to information resources on the library web pages include links to the online public access catalog (OPAC), MyLOFT, institutional repository, tutorials, and links to other websites and research databases.

Criteria for content selection. The librarians mentioned the criteria used to upload content to the library webpage. LP1 stated, “We do not compromise on our standards for providing quality information. We endeavour to provide relevant, authoritative, credible, and timely information. We follow our collection development policy in content acquisition.” At this point, the content in reference is the information resources subscribed to through the library. The librarians and stakeholders follow the Collection Development Policy to guide the content acquisition. The stakeholders identified were faculty, students, all library staff, and Kenya Library and Information Services Consortium (KLISC).

A summary of responses for library content available on the website is in Table 3. It shows the differences between what the students and librarians identified as content on the website. The difference was compared against the content that was actually on the website.

Table 3. Content Available on the Website

Content Available on the website		
Students	Librarians	Website content analysis checklist
Information resources	Library identity	Content type
- Databases (EbscoHost, Emerald) - Journals (e.g., Harvard Business Review) - E-books	- Information about the library - Information about services the library offers	- Text content - Image content
Links to information resources	Library operating procedures	Contact information
- OPAC - MyLOFT	- Library policies - Rules and regulations - Library opening hours	- Email address of the library - Postal address of the library
	Links to information resources	Library identity
	- Tutorials for accessing the databases - Access to catalog (OPAC) - Access to databases	- Library name “About Us” section - Library goals
	Contact information	Library services
	Library contact information	- Description of library services - List of library services offered by the library
		Library operating procedures
		- Library policies - Rules and regulations - Library opening hours
		Links to information resources
		- Link to online access public catalog (OPAC) - Links to digital/electronic resources - Access to subscribed databases (MyLOFT) - Link to the institutional repository - Tutorial

Responses from the participants of this study confirm the findings by Temiz and Salelkar (2020). They studied the contents of websites of academic libraries. Those websites contained information about library services, social media tools, phone numbers, email addresses, video tutorials, links to temporary or permanent information, arrangements of zoom calls for the information desk, information about

the circulation of information materials, and information on opening hours. In another study, Chow et al. (2014) found that the content of websites of libraries contained information about opening hours, library addresses, news and events, access to OPACs, online renewal, contact information, and the ability to give feedback.

Theme 2: Information Services

The theme for library services emerged from responses to the second research question. The goal of the question was to describe how the academic library in the study used the website for service delivery. Within this theme, there were two categories; library awareness and meeting scholarly needs of the university.

Library awareness. The participants, particularly the librarians, indicated that they used the website to create awareness about the library by displaying basic information about the university and the library. The codes for this category were an introduction to the library and marketing tool.

Introduction to the library. The website gave an introduction to the library. The librarians intentionally put information about the library where patrons got to know what the library was all about. LP2 put it this way; "The website is a one-stop shop where people can get started with university services, including the library. This is how outsiders get to know about our institution. This is the central place for accessing library information." There was a similarity between this comment of the librarian and the content on the website. The website contained information about the university and its various programs.

The library webpages were accessible through the university website. The web pages contained information particular to the library. Information about the library was in the About Us section. In this section was found the name of the library, the

operating hours, the vision and mission statements, links to library policies, and contact information of the library.

The available contact information was the postal address and the library email address. There were no social media tools available on the library web pages. LP1 was hopeful that social media would make a difference in service delivery. She said “We can add social media handles such as Facebook, Twitter, and Ask-a-librarian to the library webpage to facilitate communication and marketing services.” For now, the communication with the librarians is through the contact information that they have provided on the website.

The library had enumerated the services that it offered on the website. This list was available in the services section. Also in this section was a list of categories of library collection. Those categories were described for the visitors and patrons to be aware of the information resources stored in the library.

Marketing tool. The librarians indicated that the intent of using the website was to market its services and facilitate access to the information resources. Those resources were the electronic information resources that the library owned through purchase or subscription. For instance, LP1 said, “The webpage is a good marketing tool. Through it, we can display information about the various library services.”

Meeting scholarly needs of the university. The other category in the information services theme was meeting scholarly needs of patrons. The librarians used the website to meet the scholarly needs of the university. They met those needs through the avenues provided for information for academic purposes. The codes that form up this category include online public access catalog (OPAC), MyLOFT, website and research databases, institutional repository, and tutorials.

Online public access catalog (OPAC). There was a link to the library catalog. It was accessible through the OPAC. Patrons did not need to log in to search through it. The catalog contained bibliographic data of information resources stored physically in the library. To access research databases and books that the library has subscribed to, patrons had to click on the MyLOFT link. Only patrons authorized by the library were able to access the subscribed databases. Patrons authenticated through their usernames and passwords.

My library on fingertips (MyLOFT). The other link available on the website was for the MyLOFT application. This application is a cloud-based service that provides remote access to library resources. It is a portal where patrons sign in once to access all library databases, eliminating the need to sign in separately to each database. MyLOFT has a mobile app (*MyLOFT | EIFL*, n.d.; *MyLOFT – My Library on Fingertips*, n.d.). There was no need to access MyLOFT through the university website when one had access to the mobile app.

Websites and research databases. There were links to other websites and research databases. The links for those websites led to specific sites connected to the religious body affiliated with the university.

The links on for the research databases were for proprietary and open access databases. Some of those databases require authentication to access the content. Many of the links were academic-based.

Institutional repository. The link of the institutional repository led to the research of the university students and faculty. The institution does not require authentication to access the research work.

Tutorial. There was a tutorial on the webpage. This tutorial was a document that contained text and images. Through the tutorial, patrons could see the steps of searching on the OPAC and a research database.

It has been determined from research findings that academic libraries have used websites for service delivery. Academic libraries promoted information literacy programs, maintained customer relationships, and marketed library services through the websites (Barefoot, 2018; Orayo et al., 2019). As students preferred the digital formats of information over the physical one, libraries provided infrastructure for digital library services to meet this preference (Asubiaro, 2017). Those findings were similar to what the participants of this study experienced.

Theme 3: Access to Information

Access to information is a theme that emerged from the third research question. The question sought to find out how the students used the website to access library services offered through the website. There were two categories for this theme. They included reasons for using the website and access route.

Reasons for using the library. The participants gave their reasons for using the website for library services. The codes for this category included meeting information needs and checking for new content.

Meet information need. The students used the library services offered through the website to meet their information needs. Their information needs included access to information that was helpful for their studies, access to scholarly materials, and access to the broad coverage of materials. The following are their responses:

SP1: The library provides access to relevant and up-to-date books that helps me in my studies

SP2: I do my research study through the research databases provided by the library

SP3: I mainly access the OPAC to check which books are available in the library

SP4: You are happy when you can get what you are looking for, especially for the books. I don't think I can get them from other sources

SP6: I appreciate the fact that the content within the library webpage is wide

SP7: I like the variety of materials that are available in the many databases subscribed to by the library

SP8: I think it is as comprehensive as it can be

SP9: I was able to get what I was searching upon my line of study

Check for new content. The students checked for new library content that was available on the website. Both SP2 and SP3 browsed the library for this purpose. SP2 said "Sometimes I browse through the library webpage to check if there is new content." SP3 described his experience saying, "I browse the library webpage to find out what is different." These were the only student participants that browsed the website for new library content.

Access route. The students described the access routes they used to access information offered by the library through the website. The codes for this category are sources for information search and information search process.

Sources for information search. The students used the OPAC, and research databases as sources for information. The research databases were accessible through MyLOFT. SP5 said "OPAC and EbscoHost are the areas of interest that I can access in my library. I can also say there is an OPAC tutorial that helps me access OPAC."

SP6 described that "Now I get access to information through OPAC and MyLOFT."

SP7 added that "We were shown how to access content through Google Scholar and the databases subscribed to by the library such as Emerald. I use that a lot."

Information search process. The students used the library services through the university website. SP5 described the information search process "To access the library, I always start with the university website, and then locate the library tab. I click on OPAC and search and get a wide variety from the search."

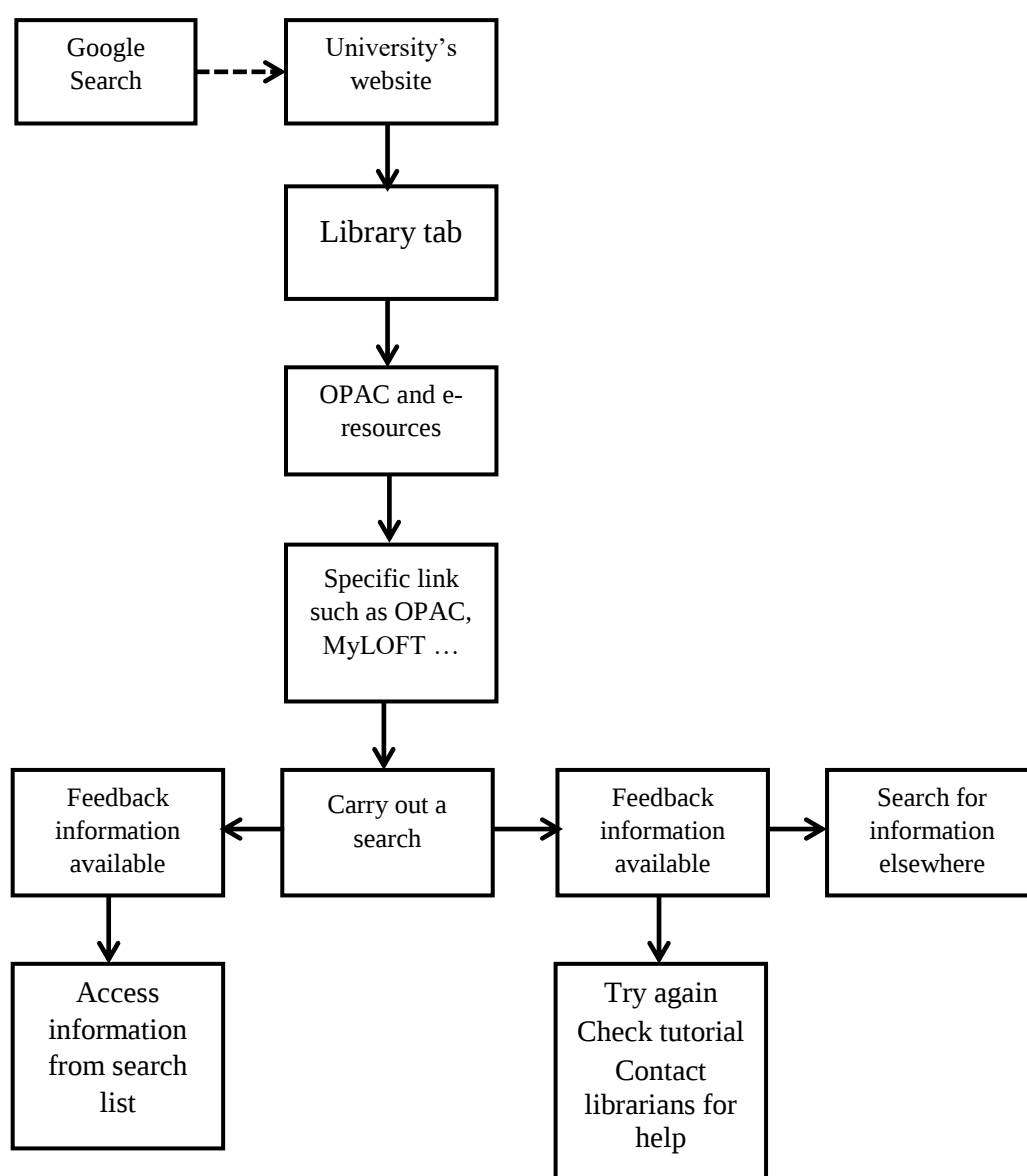


Figure 1: Information Search Process (Source: owner)

Figure 1 contains the information search process. The search process began with the university website. Those who bookmarked the university website went straight to the site. However, some went through Google or typed in the university URL to access the university website. These are the responses from SP3 and SP7:

SP3: I access library services through the university website. I have saved this address on my computer for easy access. When I have to access the library webpage on a different computer, I search through Google, which takes me to the university website

SP7: I had bookmarked the university website on my old computer. This made access to the library easy from the bookmark. But on this new computer that I have, I usually type in the university URL to get to the university website.

The students indicated that once they accessed the library web page, they clicked the OPAC or the MyLOFT links. The OPAC link took them to the library catalog. The MyLOFT link granted them access to the information resources that the library had subscribed to. When the students failed to get the desired information that would meet their needs, they switched to other sources of information. SP4 and SP9 said the following:

SP4: But for our library, I've got to go through some steps to reach where I want. And if I forget the steps, which I think most of us do, we either ask for help or we find alternative sources

SP9: Sometimes I get stuck. I know that I wouldn't get everything from one source. I haven't thought that I can contact the librarians when I get stuck. I would manoeuvre around until I get help from other websites that would give me suggestions on what to do or what to search for

However, they had the opportunity to access other resources through other links displayed on the library web pages. These included the links to non-proprietary resources that did not need a library subscription. Another link was the institutional repository that contains the university research output. The students did not mention those links. It may be possible that they were unaware of the links or did not consider them relevant to meet their information needs.

According to Evans and Alire (2013), students followed the law of least effort in accessing information resources. That meant that they take the shortest and simplest route to access information that meets their information need, regardless of the quality of the information accessed (Becker & Yannotta, 2013; Deodato, 2015).

Jamali and Shahbaztabar (2017) found that patrons accessed alternative sources of information, such as Google, when they faced challenges in using the library websites. Breeding (2014) proposed that libraries should be findable on the internet. This way, the library will be more visible, and patrons can access the library on search engines such as Google.

Theme 4: Lived Experiences

Another theme that emerged from the study was the lived experiences. It emerged from the responses to the fourth research question; to describe the lived experiences that librarians and students had with the website. The categories that constituted this theme were website design and personal impression.

Website design. This category of website design contained the codes of content, content availability, website interactivity, interface design, loading time, and notification of new changes.

Content. The students appreciated the quality of content available on the library webpage. They used adjectives such as; relevant, up-to-date, useful, spiritual,

Christian-based, and scholarly-based. Another remarkable thing that students appreciated about the content available on the library webpage was the broadness of subject coverage. The webpage seemed to be the only place where some students accessed information for their studies. The following were the statements of the students.

SP1: The library provides access to relevant and up-to-date books that help me in my studies

SP2: The content is very useful

SP4: I don't think I can get them from other sources, especially the materials for my studies

SP5: Everything on the webpage is healthy and friendly and Christian

SP6: I appreciate the fact that the content within the library webpage is wide

SP7: I like the variety of materials that are available in the many databases subscribed to by the library

SP8: I think it is comprehensive as it can be

SP9: The content is scholarly-based

The student's comments on the content available on the website were limited to the information materials that met their academic needs. Nevertheless, other content was available on the website as recorded in the content analysis checklist. The students did not mention the other content such as library rules and regulations list of library services on the website.

When the librarians were giving their descriptions of the criteria that they used to determine the content on the website, they seemed to focus on information resources that met the academic needs of patrons. LR1 commented that the librarians used their collection development policy to determine the criteria for content

uploaded on the website. The collection development policy of the library was within the library policy. The library policy was available on the website, on the library web page entitled “About Us.” The policy provided a framework for acquiring information resources that support the academic programs of the university. It did not have guidelines for uploading content on the website. LR2 used the terms electronic resources and databases to describe the content that the librarians evaluated before acquisition.

There seemed to be a disconnect in the description of content by librarians. When asked about the content that was available in the library, they mentioned what was there on the website, whether it met the academic needs of the patrons, or it was just for information about the library and its services. When asked about the criteria they used to determine the quality of the content, then their idea of content seemed to be limited to the content that met the academic needs of patrons. This implied that the most important content on the website was the databases containing books, journals, or other research work.

Content availability. The students appreciated the feedback they got when they searched through the databases. They got a report about content available and those that were not available. They got the feedback after searching. SP2 said that “But when I don’t get it, the system tells me that what I am looking for is not there within the library. This information is helpful, at least I know what is there and what is not there.” SP3 appreciated that the feedback on content availability saved the user’s time in searching for information.

The feedback on content availability was only applicable on the OPAC and E-Resources page. This is because the page contains content students had to search to retrieve. The other library pages within the website displayed information about the

library; no action was required to generate a report or to retrieve any particular information through the searching techniques that are particular to the databases.

Interface design. One librarian gave an experience that the interface of the website is not well designed. LP1 described that: "I think the design of our webpage has room for improvement. The students can get lost on the page. They keep scrolling down to get information that I think is not visible. They are hidden."

However, SP7 had a different opinion. He said that "I think that the design of the webpage is nice. The arrangement is okay, especially when you go to the e-resources page. You can get many resources. The page is well organized and you get information easily." The rest of the student participants tended to agree that the library website was generally well designed, though with a few observations on what could make it better. SP4 would like the design to be simplified. SP1 would like an improvement in the loading time of the website. SP9 would like to have "communication that can help the students access the library with ease."

The focus of both students and librarians was only on the design of the OPAC and E-Resources page. They did not mention the other web pages dedicated to the library. On a general note, the content on the library web pages was chiefly text. Patrons had to scroll down a long page to get through the information on the webpage.

Other formats of content, such as audio and video, were missing. Some content was tabulated, such as the opening hours and information about the circulation of information resources.

Loading time. Loading time plays a crucial role in student's ability to access the library. When the university website did not load, the students shifted to alternative sources of information that was accessible. Both SP1 and SP9 had a

negative experience with the website loading time. They were unsuccessful in accessing library services through the website severally. SP9 put it this way:

Sometimes I have a challenge with the internet when I'm here at home.

Sometimes the university website refuses to open. But I can still open and use other websites like google while the university website remains inaccessible.

That is why I mostly use other websites that I can access like google, google scholar and research gate, just to name a few of them.

Notification of new changes. Student participants did not perceive any alert of changes on the library webpage. They had different ways of knowing about new content on the library webpage. Some received emails from the librarians that informed them of changes. SP1 stated that "I receive emails from the library telling me about the content on the library webpage." Librarians concur that students knew about new content on the library webpage through email. LP1 said that "We use emails to communicate with our students. It is a very convenient way to reach all the students."

Some students knew about new content through their interactions with classmates or faculty. SP7 said that "I can say that I notice new content through email, or I hear about it from my classmates or my lecturers." Other students browsed through the webpage to find out new content on the library webpage. SP3 gave an experience that "I browse the library webpage to find out what is different. That is how I get to know of new content available on the library webpage."

Another way that students knew about new content available on the library website is through the library orientation program. LP2 commented that "We put the new content on the webpage. The people who get to know about new content are new students during the orientation program."

Website interactivity. The library webpage did not enhance interaction between the librarians and the patrons. This is because the webpage is static. It did not contain any chat features or Web 2.0 tools. This is the experience as reported by SP7:

How has the webpage enhanced my interaction with the librarians? I am blank about this. Should I need help to use the webpage, I chat with the librarians through hangouts. I could also go to people I know who can help me. I also have the personal contacts of the librarians. I use their contacts to ask for help

The librarians also concurred that students interacted with them through their emails or the library email. LP1 remarked that “On the website, there is the library email address. I can say that three-quarters of the students who communicate with us use this email.” LP2 commented that “It hasn’t enhanced our interaction. But we have our contact information on the library webpage.” However, SP6 stated the circumstances when he interacted with the librarians. He said, “When I get restricted information after searching, I get a message to contact the librarians for help, else I won’t proceed. That’s when I call the librarians. They are always there for us.”

Customer service. Another category that emerged from this theme is customer service. Customer service refers to the services patrons receive to make them use the library resources effectively. The codes for this category included assistance and training.

Assistance. Students benefited from the assistance they got from the librarians. They were assisted in accessing library resources effectively. SP7 comments as follows:

Last week I wanted to access the Harvard Business Review, but on reaching there, I needed help to access resources. From the assistance I received from one of the librarians, I realized there are many resources that I

hadn't seen before. I realized fully that I needed to explore the webpage to access the many resources that are provided by the library.

There was a tutorial on the library webpage. The tutorial on the webpage contained information that may assist patrons in accessing information materials. SP5 appreciated the value of the tutorial by commenting that "I can also say there is OPAC tutorial that helps me success OPAC."

Training. Because of the training, the students found it convenient to access the library as stated by SP6

The library training has been of great help. I travel a lot. Before, I used to pack my books in a carton and move with them from place to place, sometimes on a motorbike. And people would wonder why I always had luggage with me. I would tell them that I'm a grad student and I needed the books for my studies. But since I realized how efficient it is to access the library resources online, I just carry my laptops, my Maxwell Leadership Bible, and the standard for written works. My traveling has been a lot easier.

The training was beneficial to the students. SP3 said that "There is no way I would access the information I need from a large volume of books provided by the library. The information literacy training has equipped me with the needed skills in searching for information and locating what I am looking for." SP5 commented that "The library training made me confident in using any library." SP2 said that "Through the training, I can search the OPAC on my own." The training also shortened the time for accessing information for SP7.

Personal impression. This category contained the codes of personal skills, overall experiences, and ratings.

Personal Skills. Some students found it easy to navigate the library webpage using the skills they used in navigating other websites. Others benefited from the training they got from the librarians in using the library webpage to locate resources. The skills they acquired while navigating the library webpage enable them to use other websites efficiently. SP5 said that "I wouldn't say that the skills I had enabled me to navigate other websites. Rather it is the University library that gave me more search skills than what I got from using Google."

When it came to navigating the webpage, some found it challenging to go through the library webpage effectively. SP4 gave the following experience:

The university website is like any other website that I have come across. In terms of skills to navigate websites, I have no problem with the university website. But when I reach the library webpage, it seems like I need a new set of skills. Sometimes I find it a little difficult to use. It is almost impossible to go through the library webpage if the librarians have not given you a tutorial on it.

Overall experience. The participants gave their overall experiences in interacting with the website for library services. The experiences were both positive and negative. There was also a resolution of what to do to have better experiences in using the website.

The positive experiences that influenced the rating included: participants got what's needed from the library, positive experience with the library webpage, excellent experience, impressive, generally satisfied, and increased confidence in writing because of the resources available on the library webpages. Here are some comments from the participants:

LP1: It is an excellent forum for communication with our students

LP2: Whenever we offer orientation services to new students, we introduce them to the library webpage because it is a better starting point for the resources

SP2: I truly appreciate the efforts and services offered by the librarians online

SP3: I appreciate the promptness of response I get from the library staff whenever I need their help in accessing library services from the website

SP5: So far, I get everything I need from the library

SP6: So far, the experience has been good for me. I've had a positive experience with the library webpage. If things were not okay, I wouldn't be using it

SP9: I am generally satisfied with my experience in accessing information

There were neutral experiences from the participants. Those experiences were neither positive nor negative. The following statements are the descriptions of these neutral experiences that the participants had with accessing library services through the website.

SP7: I need to set time to familiarize myself more with these resources, but I'll soon be there because I need these resources to do my research

SP8: I would not compare this library with other libraries because I don't know what they have

Reasons for negative experiences were presented during the interview. They were: there are no help buttons, participants look for information elsewhere when they fail to get it from the library webpages, they shift to something else when stuck on the webpage, and they would go to other websites that give suggestions on how to get desired information resources. The experiences were as follows:

SP1: Sometimes I get stuck while using the webpage. At this point, I shift to doing something else

SP4: There are no help buttons. And now when I'm away, if I don't find what I'm looking for on the library webpage, I look for it elsewhere from other sources

SP9: I haven't thought that I can contact the librarians when I get stuck. I would manoeuvre around until I get help from other websites that would give me suggestions on what to do or what to search for

Rating. The student participants rated their experiences in accessing library services through the library webpage. The rating scale was between values of 1 to 5. Value for 1 was very poor, value for 2 was poor, value 3 was average, value 4 was good, and value 5 was excellent. The highest value was 5, while the lowest value was 3. The average value given by students was 4.44, meaning that on average, the experience of accessing library services through the library webpage was good. Figure 2 captured the summary of the ratings.

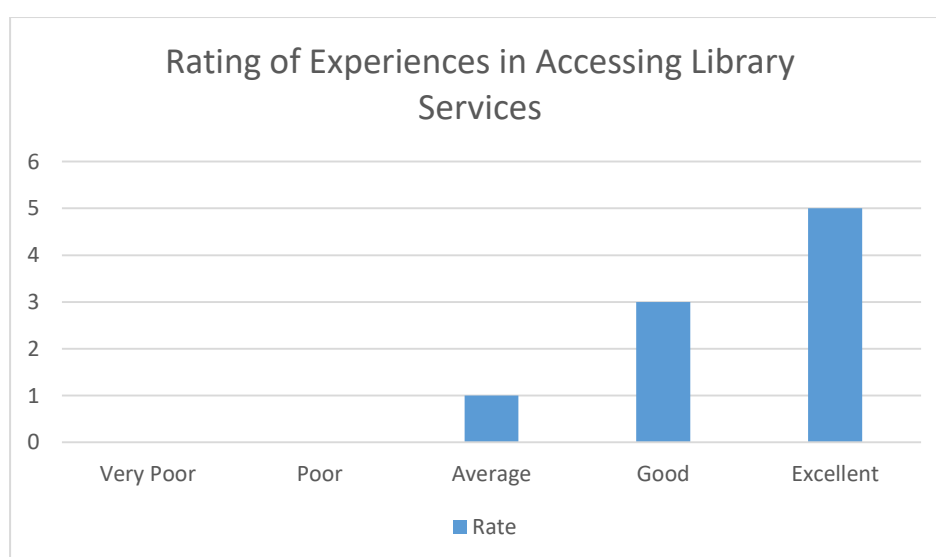


Figure 2. Rating of Library Services Accessible through the Website

The students gave their reasons for rating the library services accessible through the website. The reasons were summarized as accessibility, assistance, notification, resources, services, and website uniqueness. The following were their statements:

SP1: The rating is based on the quantity and quality of the resources I get

SP2: I have no other website to compare it to.... I think my rating may be different once I have an experience with other library webpages

SP3: The library is excellent. The services are reliable

SP4: The services are fair. As I had said earlier, sometimes it gets difficult to access library services through the library webpage

SP5: Whatever I look for, I get it. The library is accessible even through my phone

SP6: There is no single moment I have failed to access the services. It is fast, you wouldn't have to wait when you don't have internet interruption

SP7: The materials are well arranged. If you face any problems, you get help quickly. Any new changes on the webpage are communicated by the library well in advance

SP8: I think the library has done a lot to develop the digital library

SP9: The library has much room for improvement

The students appreciated the library's effort in offering library services through the website. The librarians met the information need of students by offering library services through the website. (Asubiaro, 2017) also noted the importance of offering library services online to meet the information needs of their patrons.

Through a study of websites of academic libraries in Nigeria, Abifarin et al. (2019) determined that some of those websites had design flaws. Some of those flaws

included unclear fonts of their headings, overcrowded content within a page, webpages taking too long to load, broken links, and lack of help features. These flaws were impediments to the effectiveness of the websites.

A simple and user-friendly interface design, as observed by Makondo et al. (2018), attracted students and enriched their search experience. Jamali & Shahbazzabar, (2017) found that instead of asking for help from the librarians, the students sought assistance from their peers, lecturers, or social media. The participants of this study. They did not want to disturb the librarians, and instead of asking them for help, they preferred to try it themselves. When they failed, they shifted to other activities or sites that met their information needs.

SP7 expressed the need for familiarization with the website to access desired information need. This was in agreement with the observations made by Makondo et al. (2018). They observed that information literacy skills empowered students in locating information. Part of information skills is knowing where and how to access the information on the website.

Websites used Web 2.0 tools to facilitate interactivity in their sites. Some Kenyan academic libraries used these tools to network with patrons (Fred & Tom, 2015). However, they had inadequate infrastructure and skills necessary for using Web 2.0 for service delivery. Ahenkorah-Marfo and Akussah (2016) Ahenkorah-Marfo and Akussah (2016) found the same challenges with academic libraries in Ghana. The librarians lacked the skills to use social media for service delivery. Moreover, there was a lack of policy on the use of social media in service delivery in academic libraries.

Theme 5: Marketing the Library

Another research question was how the academic library marketed its services through the website. The theme of marketing the library emerged from the responses to the question. From the interview, it seemed that marketing was inferred to be the publicity of library services. Other aspects of the marketing mix, such as product, price, and place, are seldom considered.

4Ps of marketing mix were identified from the analysis of participants' responses. The 4Ps of marketing are product, price, place, and promotion. These 4Ps of marketing, together with evaluation, formed categories for this theme of marketing the library.

Product. The students said they accessed books, journals, and other research work through the library webpage. The librarians agreed with students that the students mainly accessed books and research work through the website. The codes for this category were books and databases.

Books. The students accessed books through the websites. They located the books in the library through the OPAC. SP3 said, "I mainly access OPAC to check which books are available in the library." The products that the students would wish to have been the provision of their textbooks through the library webpage.

Databases. The other products that students accessed through the website were the databases. SP2 commented, "I access research materials and databases through the library webpage." The students used various terms to describe the databases. They included: databases, theological databases, EbscoHost, and Emerald. Some also mentioned content that is within the databases. It was as broad as journals and e-books (SP9) or as specific as the Harvard Business Review (SP7). SP2 said the library should "Empower students by providing access to crucial resources, e, g.,

Logos software.” He commented about a product he hoped the library should provide for the students.

Price. This is the price that patrons have to pay to get value from the library. The codes for this category were subscription fees and library fees.

Subscription fee. The librarians facilitated the subscription of information resources accessible to patrons. Students logged in to their MyLOFT accounts to access those resources. Sometimes the students faced a challenge in accessing desired information. They were required to make payments to access the desired information. SP8 gives this experience:

I think what has been a bit frustrating for me is that there are times I do not have access to the journals I need. I get prompted to pay for the journal. That has been frustrating to me. I think the library should make it a bit easier by telling us what we have full access to and what we will need to pay for to access. It will help.

I wish the library would give a category of journals subscribed to by the library and those that we have to pay for. Sometimes I get excellent titles from the databases like Taylor & Francis. I get the notification that I need to pay to access the journal. It is a very frustrating effort. Sometimes, I search through Google scholar because I find it a faster way of searching. I get good journals there. The library has subscribed to some of those journals. Some journals are not subscribed to, particularly those I may need.

Library fees. Some students expressed their need to access more information than what they currently access. They are willing to pay more for the resources. SP2 said, “Please provide links to other websites that have more resources for

postgraduate studies, even if we have to pay more, especially the content on biblical languages.”

Place. Place refers to the terms of availability of products or services, such as distribution channels. The codes for this category were website and mode of access.

Website. In this case, the place was the webpage since patrons access library services through the library webpages. The library web pages were within the university website. The students got the university website directly using the website’s URL. Sometimes, they got to the university website through Google. SP3 expressed it this way:

I access library services through the university website. I have saved this address on my computer for easy access. When I have to access the library webpage using a different computer, I search through Google, which takes me to the university website.

Mode of access. The students accessed the library website using their laptops, iPad, or phones. More of them found it convenient to use laptops as SP3 narrated it this way. “I find it easier to use than the phone. The computer screen is wider; this makes it realistic to see information and all the icons on the webpage.”

Table 4 summarizes the mode of access to the website as used by the students. It has the sentiments of both students and librarians about the mode students use to access library services through the website.

Table 4. How Students Access Library Services Offered Through the Website

Students	Librarians
Laptops: • It is quicker and convenient • It is easier and convenient to download materials on the laptop than on the phone • It is quicker to access the bookmarked university website on my computer • The size of the screen of a laptop is better than that of a phone • It is practical to copy and paste information from the database using the laptop than the phone Mobile device (Phones/iPads/Tablets): • Sometimes it is heavy to carry the laptop to the library • The phone is convenient when the laptop is out of charge • The phone is better when doing a quick search • The phone is convenient when the stay in the library is short	Laptops: • The students are required to have a laptop for their academic activities Mobile devices (Phones/iPads/Tablets): • I don't know if they use their phones

Promotion. Patrons got to know about the library services through promotional activities. The identified codes in this category were user support and communication.

User support. The orientation program occurred once as students enrolled once in a program. It means that the student participants only have one chance of being informed face to face about the web pages and any changes that have occurred within the pages. SP6 comments that the information literacy training offered during the orientation program is inadequate. The following is the account of the experience:

We should have the library training/empowerment on using the digital library every month or quarterly. You may assume that the orientation given to new students is enough. Sometimes we struggle and don't want to disturb the librarians by asking for their assistance. Train more even if it means repeating

the same training. The more we use the library, the more we develop the heart and spirit of readership.

The librarians indicated that they offer training on information literacy skills. However, the training they offer is limited to access and use of information resources, and not necessarily to the functionality of the university website and library webpages. For instance, LP2 commented that “We train them to use the resources and not necessarily the website. The website is a pathway to access the resources provided by the library. We don’t train them to navigate and use the website. It’s more of the resources than the website.”

As a result of training students only on resources and not on navigating the website, some students got confused about the source of information. They failed to distinguish where the information came from. SP2 gives an experience about accessing information through the webpage as follows:

When I carry out a search it is a bit confusing to know where the results came from. I don’t know how to differentiate between the library webpage and google. Maybe it is because I use the SIRI app that brings about the confusion.

Communication. In responses on promoting library activities and content available on the library webpage, some students said that they had received email notifications of changes in content made on the library webpage. Others had not received emails or seen any changes within the webpage. They wished that there would be something catchy that would draw their attention to new content. SP5 stated it this way:

If there is something new on the webpage, there should be something blinking to notify of this new thing on the university website. If it can also

apply in the library webpage, it will create more appetite by catching the attention of someone who is browsing the site. I have not seen it before.

Another student, SP7, gives an experience of promotion as thus, “I can say that I notice new content through email, or I hear about it from my classmates or my lecturers.” LP2 pointed out the other methods used by the librarians to promote their services. They were through word of mouth, posters, tutorial documents on accessing information resources, and an information literacy program.

The librarians promote their services using emails. They also inform students of library services offered through the website during the orientation program for new students. A point to note is that the librarians said that the website was supposed to be a marketing tool. However, they did not give notification of new library content on the main website or the library web pages. It fails to provide the function of promotion by catching the attention of those who visit the webpage, making them aware of new content on the website.

Evaluation. The participants thought that evaluation played a crucial role in assessing the effectiveness of the library services offered through the website. The codes for this category were evaluation of library services and evaluation of subscribed resources.

Evaluation of library services. The students expressed their wish to have evaluation tools on the website. They thought that evaluation tools would help the librarians know the experiences students have as they access services through the website. The following are comments from SP4 and SP7:

SP4: I wonder how they evaluate their services when there is nothing to collect feedback about their services. They should routinely find out the usage by students. I suspect that many students don't use the webpage because

of the challenges and they have no avenue of expressing their issues. It is good to have a survey tool, something that pops up on the screen that prompts me to share my experience while accessing the library webpage.

SP7: The librarians should send questionnaires to students who use the library or use any other survey tool to determine how to improve their service delivery through the webpage

Evaluation of subscribed resources. Evaluating the resources that the library subscribes to will capture the usage of library resources by the students. This information will be crucial in resource acquisition. SP8 states it as follows:

I would also recommend for the library to evaluate its resources. They should find out which databases the students mostly use and those they rarely use. I propose that from this evaluation, the library should redirect its resources to what is relevant to the research needs of students. They can stop subscribing to databases or journals that students do not use.

In their expression about evaluating library services, the librarians indicated that they do surveys, but not necessarily for the website. Here are the accounts of the librarians:

LP1: The only way is to do a survey. This process is underway for students and faculty. We have recently trained students online on accessing library resources. As a result, we have had students making inquiries about accessing our online resources.

LP2: We evaluate the library services, not necessarily how they use the webpage in accessing the library services.

Evans and Alire (2013) discussed the importance of marketing in libraries. Marketing forms a basis for librarians to understand their patrons. The librarians also

identify why their libraries do or do not get patronized. Through a study, Ofori et al. (2020) determined the lack of marketing of academic libraries in Africa. The librarians lacked the necessary marketing skills. The academic libraries lacked marketing policies or marketing plans.

Clunie and Parrish (2018) recommended that librarians implement assessment tools on the websites to collect feedback on user experiences. Abifarin et al. (2019) proposed that librarians should evaluate their websites to ensure that they offered value to their patrons. Silvis et al. (2019) proposed a framework for the heuristic evaluation of academic library websites. The framework aimed at improving the effectiveness of websites in offering library services. Academic libraries can use the framework to evaluate the services offered through the websites. The evaluation outcome determines the steps academic libraries can take to achieve excellence in service delivery offered through the website.

Theme 6: Excellence in Service Delivery

The participants gave recommendations for strategies to improve service delivery through the website. The theme that emerged from the responses was excellence in service delivery. The categories that formed this theme were library activities, empowerment, and desired features.

Library activities. Library activities were a category that emerged from the theme of excellence in service delivery. This category contains recommendations for some library services that will enrich library experiences for using the website for service delivery. The codes in this category include usage surveys, collection development, and current awareness services.

Usage of survey. There were recommendations for the librarians to carry out surveys about their services. Three participants proposed for usage surveys. A reason

was that the surveys would capture challenges students faced in accessing the services through the website. SP4: “I wonder how they evaluate their services when there is nothing to collect feedback about library services. They should routinely find out usage by students. I suspect many students don’t use the webpage because of the challenges and have no avenue for expressing their issues. It is good to have a survey tool, something that pops up on the screen that prompts me to share my experience while accessing the library webpage.”

Another reason for having a survey was that the librarians would have a basis to improve their services. SP7 recommended that “Librarians send questionnaires to students who use the library or any other survey tool to determine how to improve their service delivery through the webpage.”

The final reason for conducting a survey the participants gave was that the librarians would make informed decisions for acquiring library resources. SP8 recommended for the librarians to “Find out which databases the students mostly used and those they rarely used. I propose that from this evaluation, the library should redirect its resources to what is relevant to the research needs of students. They can stop subscribing to databases or journals students do not use.”

Lucas (2015), noted that website usage reports from surveys aided in improving the effectiveness of service delivery. Clunie and Parrish (2018) found the importance of having assessment tools on academic library websites. Through those assessments, the librarians found creative and effective ways of service delivery. Chow et al. (2014) recommended that librarians do usability evaluations for their websites. The librarians will have a basis for shaping their websites to be at par with the best practices of website design.

Collection development. SP9 commented that “The library should widen its scope of content and update its sources to meet the information needs of the students.” SP2 suggested to the librarians to “Please provide links to other websites that have more resources for postgraduate studies, even if we have to pay more, especially the content on biblical languages.” SP2 “Empower students by providing access to crucial resources, e. g. Logos software.” SP8 proposed the inclusion of students in the acquisition process of library resources by stating that “I don’t know if the library involves students or faculty in selecting the resources for a subscription. Since I began my studies here in 2018, I haven’t seen any invitation from the library asking me what resources are relevant for my program or what I would like added to the library collection concerning my studies.”

Patrons can be involved in the collection development process of the library. They can suggest content for acquisition in the library (*Acquisition and Collection Development Section – IFLA*, n.d.). This way, the collection will be user-centric. Some academic libraries are shifting to Patron Driven Acquisition (PDA) model, where patrons suggest the content to purchase into the library collection (Yusuf & Abdullah, 2020). The benefit of the PDA model is that library collection is relevant to the information needs. This is in contrast to when the librarians increase the library collection based on anticipated information needs of patrons, with a high probability of purchasing irrelevant content.

Current awareness services. When talking about textbooks for their studies, SP6 suggested that “When we were studying face to face, we could collect our textbooks from the library. But now we have to buy them through Amazon. Not everyone has the technical ability to purchase digitally. It is inconvenient; it may contribute to the failure of some of us. I suggest having a way to access the books

directly from the library webpage.” SP3 challenged the librarians to “Please think about displaying books for sale online. Many people will become aware of your collection, and it may be easier for those people to get books from the library.” SP3 seems to suggest that many people will be interested more in using the library when it sold books online.

Bookselling is not a core activity of academic libraries. However, academic libraries play a critical role in textbook acquisition for courses offered by an institution for higher learning. For instance, Wimberley et al. (2020) found that reduced costs of learning materials positively affected students’ success. Academic libraries enabled students to access course materials through open educational resources (OERs). The academic libraries remove barriers to accessing course materials through the OERs, which are in the public domain and are freely accessible for use. Broadhurst (2017) found that e-textbooks acquired through academic libraries at low costs motivated students to read their textbooks more, which in turn enabled them to perform better in their courses. The faculty also found it convenient to refer the students to the course materials because of their availability and accessibility.

The patrons indicated that they would benefit when they knew what was available through the library, and what they had to pay for outside the subscriptions made through the library. There were instances when students failed to access information from their search results. SP6 noted that “Why have something really useful that you cannot fully access? I think, if it is possible, the library should look into this and give us material we can access and download.” SP8 wished that “The library would give a category of journals subscribed to by the library and those we have to pay for.” She was frustrated after being prompted to pay for content that would meet her information need. Consequently, she looked for alternative options

like Google scholar because it was faster and more accessible. This is a description of the current awareness service that libraries should have. The libraries enlist the services and lists of resources they hold through the current awareness services (Oluwatosin & Adeyemi, 2022). The patrons are made aware of particular resources accessible through the library.

SP7 suggested that “Librarians should inform the students of new library collections constantly.” SP8 added that the librarians should “Send a list of databases they have subscribed to for awareness purposes.” Through this awareness, the students will know what to expect from the library collection. SP9 recommended that “There should be a notification that is sent to the students via email and also available on the library webpage that informs them of new content and other library services, something like an automated circulation and control program.” A check on the website indicated that there were no current awareness services features. There were no lists of journals in each database that the library had subscribed to. There was nothing to catch the attention of new content on the website.

Typically, patrons get to know about new collections in the library through the current awareness services (CAS) (Akor et al., 2021). Academic libraries have used current awareness services to promote their collection (Oluwatosin & Adeyemi, 2022). The librarians promote library collections to postgraduate students through the website. Consequently, the post-graduate students were more informed of the information offered by the library through the current awareness services.

Empowerment. Empowerment is another category that emerged in the theme of excellence in service delivery. The codes for this category were information literacy training and qualified librarians.

There were recommendations for empowerment programs for both the students and the librarians. The empowerment was through information literacy training. The librarians recommended training programs that would empower them with qualifications for effective service.

Information literacy. SP7 recommended that “The library should carry out information literacy training quarterly. This way we will be equipped to access the new content.” SP6 wished that “We should have the library training or empowerment on using the digital library every month or quarterly. You may assume that the orientation given to new students is enough. Sometimes we struggle and don’t want to disturb the librarians by asking for their assistance.” The library training would include navigating the website to locate the relevant information. According to Lucas (2015), patrons shifted to alternative sources when they failed to access services through the websites.

There is a tutorial on the website. The tutorial is located on the OPAC and E-Resources page. There is a hyperlink that leads to the document. The hyperlink has the title “Tutorial on how to access OPAC.” When one opens the tutorial, one can see that the tutorial has instructions for searching one database and the OPAC. The instructions are both in text and images. Patrons are directed step-by-step on how to search. However, it seems that the tutorial on accessing the e-resources is not up-to-date; the text and images in the instruction do not match the actual steps that will lead to the databases as required on the website.

The tutorial contained steps for searching and retrieving information resources from the databases available on the website. However, the tutorial did not have other aspects of information literacy as outlined by Burkhardt et al. (2010). Those aspects are instructions or skills on identifying the topic under search, gathering the process of

background information about the topic, focusing on the topic researched using the background information, and evaluating the sources for the topic.

Both LP1 and LP2 indicated that they offered information literacy training majorly during the orientation program. SP9 recommended that “Information literacy should not stop. Information keeps on changing, and knowledge increases. The students should not be left behind. At least have a structured program for information literacy training.” SP3 pointed out the value of information literacy training by stating that “It would be very helpful to have more education on remote access of the library. This will enhance my experience in research skills and accessing the library online.” Jamali & Shahbaztabar (2017), noted that patrons shift to alternative sources when they found difficulties in accessing information, or when their information search strategy failed to yield the desired results. Students would use the right approach to get the desired information through the information literacy program (*Framework for Information Literacy for Higher Education*, 2015). They will locate quality information and use it to meet their information need effectively.

Qualified librarians. LP2 expressed there was no training for the librarians to offer services through the website. LP1 said, “I think the marketing plan will contain suggestions for such training for skills development.” Fred and Tom (2015), made a similar study that Kenyan librarians lacked sufficient skills to use technology for service delivery effectively. LP1 and LP2 suggested skills that an effective librarian should have in offering services through the website. The skills included ICT skills, techno-savvy, information literacy, and website management. Trained librarians will offer excellent service through the website because they will have the necessary skills.

Desired website features. This category for the desired website features focused on the recommendations for the design and functionality of the website. The

codes for this category were website independence, performance requirements, accessibility, interface improvement, visibility of priority content, messages, and social media.

Website independence. The library should have an independent website so librarians can make changes effectively. LP1 observed that “The library should have an independent website if possible. This way the librarians will have the freedom to make changes conveniently.” The academic library does not have its website. Rather the library webpages are housed within the university website.

Chow et al. (2014), determined that librarians designed and managed library websites. This gave them control over the content they would have on the library websites. However, many of those librarians did not do usability tests to determine the effectiveness of the websites.

Performance requirements. Some students had an issue with the loading time for the website. They were ineffectual in opening the university website where they accessed the library services. However, they opened other websites at the same moment that the university website refused to load. SP1 expressed that “It takes too long to load the page. I am, however, able to load other sites like Google without much struggle.” SP9 had a similar challenge. He stated that “Sometimes I have a challenge with the internet when I am here at home. Sometimes the university website refuses to open. But I can still open and use other websites like Google while the university website refuses to open.” SP1 and SP9 recommended that the librarians work on the loading time for the website, taking into account the difference in internet capabilities within the continent.

Roth et al. (2013) have discussed the performance requirements of an information system. The performance requirements are crucial during the design

phase of an information system. These affect the system's speed, capacity, and reliability. Speed requirements, also known as the response time are the duration the system takes to respond to a request. Capacity requirements refer to the number of patrons the information system can handle at a given time. Reliability requirements focus on the availability of the information system at the expected time.

Accessibility. SP2 requested the librarians to “Transform your services so they can fit in this online world. This way we do not have to worry about not accessing information that can only be physically accessed in the library.” This meant that the librarians had to ensure that students were not disadvantaged by not accessing the physical library, but that had the same privileges of accessing library services online.

SP9 pointed out that “It would be a great deal if students will be able to take the library with them wherever they go. This means that the library should be easily accessible when one is away from campus.” SP4 stated that “I wish there was an overall search button on the webpage or a help feature for better accessibility of the library resources.” An analysis of the use of websites by the academic library by Al-Qallaf and Ridha (2019) analysed academic library websites. From the analysis, 26% of the websites had a help feature. Roth et al. (2013) advocated for designers of interfaces to have a help feature that will assist the patrons in finding the necessary information as they navigate the site. Help features and search facilities increase the accessibility of a website.

Interface improvement. As LP1 did not “find the site very attractive,” SP1 noted that “There is always room for growth. Keep aiming for the high standards of your design of the library webpage.” LP1 agreed that “I think the design of our webpage has room for improvement. The students get lost on the page. They keep

scrolling down to get information that I think is not visible. The content is hidden somehow.” SP4 indicated that “It will be good to have an explanation of the content available on the webpage. This way, we will be informed of what to expect on the databases and other available links on the webpage.”

SP4 expressed that “I think the design of the library webpage should be simple. Sometimes from the library webpage, you don’t know where to go. The steps to get to the desired place are too much and difficult.” SP1 also commented that the librarians should “Make steps for accessing the library easier.” An interface designed on the principles of simplicity minimizes patrons’ effort in accessing information (Segall, 2016). SP4 observed that “Sometimes I have to click on several things. And then I don’t know what the tabs in the library webpage are meant for.” Roth et al. (2013) indicate that the patrons of an interface should get to the desired destination with minimal effort. Within three clicks, patrons should get what they want. This is an indicator of a good interface design.

An observation from SP9 is that “There should be suggestions that direct students to get what they want or help them when they are lost, just as those present on other websites. For example, Google will always give you suggestions that enrich your search experience.”

The students recommended a feature on the website to arrest the attention of those visiting the website. SP5 wondered if there is a possibility of having “something blinking to notify of this new thing on the university website,” which can also be on the library webpage. SP7 agreed that there was a need to have something flashy that would mark the presence of the library on the university website, something to draw attention to the library.

Roth et al. (2013) note that patrons of an information system must be involved in the design decisions. Through this involvement, the designers will factor in important factors that the system, such as a website, is supposed to have. This will ensure that the system functions as it should. Ways of getting information about the requirements of the system are through questionnaires, observations, and conducting interviews with those who use the system. This information will determine if the system requires improvement or reengineering.

Visibility of priority content. There were recommendations to have some content or links to be strategically made visible on the website. The content or links were considered to be of a high access priority. There was nothing on the website that indicated that particular content was priority content. The font size of the content in the same section was the same. There was no difference in colour, except for the blue hyperlinks.

LP1 noted that “The links to some resources are not obvious. Maybe a different colour code will make them attractive and visible.” She added that the “MyLOFT link should be prominent as it is the main method of accessing library services.” Even as the MyLOFT link is to be prominently placed on the website, SP4 suggested that the discovery tool should be the first thing to be noticed on the library webpage. He longed for “The librarians to add a search facility that searches through all the databases simultaneously,” adding that through the feature, his search experience will be easier and more enjoyable. The discovery tool will enable patrons to search through the entire library collection in one search (Breeding, 2014; Diao, 2018). The tool eliminates the process of searching through each collection independently.

SP4 commented that “If the library maintains what they have on their webpage, students should find a tutorial right on the page. The tutorial should be noticeable easily. A tutorial document could work, but I would prefer something attractive, like short videos that demonstrate the steps for accessing those resources.” Commenting on the frequently asked questions (FAQs), SP4 proposed to the librarians to document the challenging experiences that students have had, and then make them available on the website. “At least they can document it. This way we can see what other students have experienced and find answers to those challenges. Maybe we may have similar challenges, and we can get help through reading that. Roth et al. (2013) indicate the placement of the most important information should be displayed on “the top left corner of the screen” (p. 345). Designers of the website will know the value of each content on the interface and place it appropriately in the space. Patrons will find priority content easily. This will enrich their navigation experience.

Messages. The students did not get error messages when they had a challenge in using the website. SP1 said, “I have never seen an error message that tells me what to do when I encounter a problem in loading a page.” When patrons encountered problems when using the website, they contacted the librarians for help. SP1 contacted the librarians through email. SP2 called the librarians on the phone or chatted with them through WhatsApp. SP7 used hangouts to seek assistance from the librarians. The error messages were important in informing patrons of what to do when they encounter a problem on the website (Roth et al., 2013). The messages give suggestions of what to do to solve the error. For example, the user may be directed to check the internet connection or click on certain links to get to certain destinations. Other messages that patrons should get from an interface are confirmation messages, acknowledgment messages, delay messages, and help messages.

Social media. Both students and librarians recommended Web 2.0 tools on the website. The tools would enhance communication through the website.

SP4 pointed out the necessity of the tools by asking, “How can I interact with them if they have not provided an avenue for that on the webpage? I think it will be of benefit to add this feature. I think this feedback feature will help them shape their services to meet the needs of students.” LP2 hoped that “If we had the Ask-a-librarian function, it would encourage interactions between the students and the librarians.”

LP1 stated that “We are in the process of adding a chat feature to the page. The feature is known as Ask-a-librarian. Hopefully, the students will chat with us directly from the webpage.” At least there is a prospect of a chat feature on the way. (Unrein, 2019) noted that libraries must have the Ask-a-librarian feature on the library websites to facilitate communication between the librarians and patrons.

Academic libraries widely adopted social media tools (Moradi et al., 2017). The tools were for information dissemination, publicizing library services, networking with patrons, and promoting information literacy programs (Clunie & Parrish, 2018; Fred & Tom, 2015; H. Wordofa, 2014; Tella & Oladapo, 2016). LP2 believed that “It is good to have more interactive or chat features. The students would chat with the librarians instead of writing emails all the time.”

SP1 recommended that the library should “Use social media like Facebook and WhatsApp in providing library services.” Fred and Tom (2015) found that the social media tools used by academic libraries in Kenya included RSS, Facebook, and blogs. SP2 recommended that “Even though I don’t find social media as an official way of communication like email, we can use them to increase our presence with the general population.” SP3 said, “It will be a good idea to use social media for ease of communication and to mark our presence online.” SP7 recommended the adoption of

chatbots where students can have their queries quickly attended to by chatbots. To bring it all together, the participants recommended the use of social media to facilitate interactivity on the website, provide library services, give feedback, and mark the online presence of the library.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This Chapter contains a summary of the findings of the study, the conclusion of the study, and recommendations from the study.

Summary

The academic library does not have a website of its own. It instead has library web pages within the university website. The participants described the content that they identified to be on the website. The students seemed to identify the information resources relevant to their studies as the only content available on the website. The librarians identified other content as rules and regulations, library operation procedures, opening hours, and general information about the library that seemed to be opaque to the students. Data collected from the content analysis checklist revealed that there was more content than what was mentioned by the participants. This included the postal address of the library, a link to the institutional repository, a list of library services, and the library strategic plan.

The library used the website to display information about the library. It included the identity of the library, operation hours, rules and regulations, strategic directions for the library, library services, library contact information, and library policies. A document tutorial contained instructions on searching and retrieving information resources from the library databases. The library also provided access to electronic information resources available through research databases.

Within the university website, there is the library tab. There is a drop-down menu from the library tab where patrons pick what they want to access from the library. Options from the drop-down menu include the “About-us” section, library services, rules and regulations, and access to library databases. The website is accessible through laptops and phones. For patrons to access electronic/digital library services of the academic library in the study, they access it through the university website.

The participants gave their lived experiences they had with the website of the academic library. Their experiences were based on their interactions with the website. The student participants rated their experiences in accessing library services through the library web page. The rating scale was between values of 1 to 5. Value for 1 was very poor and value 5 was excellent. The average value given by students was 4.44, meaning that on average, the experience of accessing library services through the library web page was good.

The students appreciated the quality of the information. They expressed that the information was relevant, up-to-date, useful, friendly, Christian, wide, comprehensive, exact, various, and scholarly-based. They also appreciated the feedback they got about the availability of the information they were looking for. They were able to determine if the information they were looking for was available in the library or not. The availability of feedback helped them plan their search strategy depending on the availability of information resources. For some students, the library resources accessible through the website was the only source of information they had that would meet their information need.

In general, the students said that the website was well designed. They appreciated the colour and the arrangement of the website. They were content with the

font size. They also expressed that the design of the website was unique. However, they would like a simplified design of the website that would lead them seamlessly to their desired destination. Some students' experience was that the steps to get to the desired destination are unnecessarily hard. They believed that the steps they took to access information could be shortened. Some students could not trace their way when they got lost on the website. Others were confused about whether the search results came from Google or the library web page. where their search results came from, whether from google or the lib The challenges they had with the website design was that it was confusing to know where the results came from between google and the library web page. Some students could not find their way when they get lost. The website did not provide means of communication between the students and the librarians. Communication between the students and the librarians was through the library's email address, librarians' email address, phone calls, WhatsApp, or Google Hangouts.

Sometimes the web pages took too long to load or did not load at all. There were instances when the university website did not open even when other websites would open. When some pages did not load, the students did not see any error messages instructing them on what to do. The students also wished that there was an overall search button on the website. The students expressed the need for tools to give them suggestions on how to get desired information resources from the website. While some students did not know what some tabs were meant for, some of them said that the icons were where they should be and that the arrangement of the e-resources was logical. The organization of the e-resources made it access easier for students to access information.

On the other hand, the librarians appreciated the function of the website in service delivery. Through it, they provided remote access to databases to their patrons. It also provided means for them to display information about the library to a wider audience; non-patrons who would visit the library website. They expressed that the website needs a few adjustments. They observed that the students may have challenges in accessing information resources because the content may be hidden. They also noted that the website was not properly arranged. As a counter to the challenge, the librarians organized information literacy training. The training was not based on the website as a whole, but on accessing the library databases through the website. The students said that they were now able to search on their own because of the information literacy program. They would not have accessed library resources if there was no training.

The students used the same skills they use in accessing other websites. Others transferred the skills they gained from using this website to navigate other websites. Some had to learn how to use this website since it was a new experience for them. Yet, some students found other sites like Google easier to use than the university website. The librarians expressed that they needed an improvement in ICT skills, training skills, communication skills, and information literacy skills. They would serve the students better with those sets of skills. The librarians had been encouraged to attend conferences and workshops, though there was no emphasis to attend one on website management. As the librarians are developing their marketing plan, they would include strategies for training and service delivery activities through the website.

The librarians indicated that the marketing plan of the library is under development. That notwithstanding, the marketing activities carried out in the library

are majorly the promotion of the library's resources and services. The promotion was done through emails, word of mouth, posters, and information literacy programs. Students also got to know of content on the website through their lecturers and classmates. There was no notification on the website that promoted any content or any of the library services.

The participants proposed strategies that would increase the effective use of websites in service delivery in the academic library. The strategies were: the library to have its own website, the librarians do user surveys on the usage of the website, the collaboration of students and librarians in acquisition of library resources. Other strategies were for the library to have a structured information literacy program, to improve the librarians' skills for service delivery through the website, the use of social media in enabling website interactivity and to improve the design of the website.

Conclusion

The first research question focused on discovering the content available on the academic library's website included in this study. There appeared to be a gap in the identification of the content that was on the website. The librarians know more content than the students. Students only remained with the information imparted to them during the orientation period. The training by the librarians did not cover an overview of the website. The students were not trained on any other content available on the website.

The students did not know much about the content on the website. They were limited to accessing information resources for their studies because that was all they knew. One assumption is that the students were reluctant to explore the website to determine what else they could find in it. Another assumption is that the website was

very complex for the students to navigate through and get exposed to other content within the website. Or yet, maybe they limited themselves because they assumed that the librarians only showed them the relevant things on the website.

The gap in knowledge of content on the website may have blocked students from knowing the full range of library information and services offered by the website. Other contents about the library that students missed on the website were: its identity (who they are), its strategic directions (what they do and why), the value offered to its clients and stakeholders, and how they related to the community (corporate social responsibility). Therefore, the strength of the website was in providing access to academic content to its students.

The second research question focused on how the academic library used the website for service delivery. The academic library used the website to display information about the library. It also used the website to provide access to information resources that meet the university's scholarly needs. This was through the library catalog (OPAC), MyLoft, institutional repository, and links to other websites.

The library however did not use the website to actively promote information literacy programs through it. When the students had queries and needed guidance to navigate the website, they found no helpful features. They were not able to communicate with the librarians through the website since there were no Web 2.0 tools. They either shifted to other sources of information or other activities altogether. There were no evaluation tools where the librarians collect feedback about library services offered through the website.

The academic library used the website to display information about the library and to provide infrastructure to access digital library services. The academic library did not enhance students' experience in accessing services through the website

providing help features. The website did not promote interactivity between the students and the librarians through the use of social media tools. The absence of evaluation tools deprived the librarians of an opportunity to determine the effectiveness of the services offered through the website. The librarians needed to evaluate their use of the website in providing library services. Results from the evaluation would be useful in improving the website for effective service delivery. The enhanced website would increase the satisfaction of students in accessing library services through the website.

The third research question was to discover how the students used the website to access library services offered through the website. The students accessed library services offered through the website using their laptops, iPads, and phones. They accessed library services from the university's website. Some bookmarked the library web page for easy access to the library. The students used the website to access digital library services. These services were access to the library catalog and access to electronic resources. The students did not use the website for any other service.

The students used the website to access the library catalog. They searched through the online catalog to locate books that were physically in the library. The students found it easier to retrieve books in the library because of the library catalog. The students also used the website to access research databases. They accessed the databases through MyLOFT. Once they were authenticated through MyLOFT, they had the opportunity of choosing from a list of databases that the library had subscribed to.

The fourth research question was set to describe the lived experiences that students and librarians had with the website. Both students and librarians indicated that the website needed some adjustments. The librarians did not inquire about the

experiences that students had in accessing library services through the website. The students did not present the experiences they had with the website to the librarians.

The reason for adjusting the design of the website differed between the students and the librarians. Students wanted a simplified design that facilitated communication between them and the librarians. They also needed to see notifications that would inform them of the content on the website. The librarians needed the content on the website to be rearranged for visibility and ease of access. Both students and librarians needed features that would facilitate communication on the website.

It would be important for the students and the librarians to have a forum where they share their experiences with the website. Both parties would understand why the website is important in delivering library services, and together, they come up with the best design that would meet their needs. The students' experience in accessing information was enhanced by the information literacy training they got from the librarians. The librarians' experience would also be enhanced when they take training on offering services through the website.

The fifth research question attempted to describe how the academic library used the website to market its services. The marketing activities used by the academic library were categorized into the 4Ps of marketing. The 4Ps were a product, price, place, and promotion. The products were books and databases. The price aspect of marketing was subscription fees and library fees. The students typically paid library fees as part of the payment for their fees. However, sometimes they were required to pay some extra fees to access some articles. Other times they felt the library information materials were not adequate, and they were willing to add to the library fees for the library to acquire those materials.

The students accessed library services offered through the website using their laptops, phones, or mobile devices. Library information resources were accessed through the OPAC, MyLoft, and other links on the website. The librarians promoted library services offered through the website during the orientation or information literacy programs. They also promoted those services through email messages.

The librarians did not evaluate the effectiveness of the website in offering library services. However, they evaluated the access to research databases by their students. They did not have a marketing plan for the library in place. A marketing plan is a tool the librarians could use to chart their way into providing excellent services through the website. Through the plan, they would make informed decisions about their products or services, pricing, place, promotion, and evaluation of their library activities. They would provide the right value that would meet the needs of the students.

The focus of the sixth research question was to address the strategies that can be used to improve service delivery through the website. The participants of the study gave recommendations for improved service delivery through the website. They recommended for the librarians do surveys about the usage of the website, involve students in collection development, and be proactive in their current awareness services. Other recommendations were that librarians should have a structured information literacy program and acquire the necessary skills for offering services through the website.

There were seven recommendations to improve the website features. Those recommendations were: website independence, performance requirements, accessibility, interface improvement, visibility of priority content, messages, and social media. The librarians desired the library to have its website. That would give

them the leverage of changing the content on the library website as they needed. They did not want to be dependent on someone outside the library system to manage their web content because it is a long process for the changes to be effected. At the time of the research, the librarians had not evaluated their performance in offering services through the website. Without the evaluation, they may not know what they needed to improve in the current system, or if they should make an independent website for the library. Forming an independent library website may not guarantee an improvement in service delivery unless they have a justification for it from an evaluation and the required expertise to manage it.

There were recommendations to improve the performance requirements of the website to enable students from all parts of Africa to load the site. Another area of concern was the accessibility of library resources through the website. The students recommended for the library in electronic format should be comparable to the physical library. There was also a recommendation to add help features and social media on the web page to facilitate communication and help students access library services with ease. The librarians recommended interface improvement of the website and an interface design that would increase the visibility of priority content.

The participants did not mention some observations captured from the content analysis checklist. These included the library news and events section on the website, diverse formats of tutorials that demonstrate how to access library services through the website, and library projects in the community. Others were information literacy programs, citation and referencing training, and links to online education since the students were taking their classes online. When added, these suggestions would enrich library service delivery through the website.

Theoretical Implications for the Study

The findings of this case study can be relevant to academic librarians in studying their models of service delivery through the websites. The librarians can adopt this study to their library settings. This will lead them to discover how they use the websites, and what they can do to improve their services. The implications are presented according to the theoretical framework of this study.

Marketing Myopia Theory

According to marketing myopia theory (Levitt, 2004), an organization will suffer from marketing myopia when it fails to keep up with the changes in its market base. Marketing lets them decide the kinds of services they need to offer their customers to meet their needs and maintain customers in the long term (Evans & Alire, 2013; Lafley & Martin, 2013). Lucas (2015) has observed that when consumers struggle to access the products and services of an organization, they are likely to give negative publicity about that organization, and shift to competitors who meet their needs (Lucas, 2015). Marketing in libraries would help identify why a non-user is a non-user (Evans & Alire, 2013). Libraries would need to implement marketing strategies for their service delivery.

It will be important for the librarians to market the library services offered through the website. This can be achieved through doing a situational analysis of the academic library. From the analysis, the librarians can then formulate, implement and evaluate their marketing strategy. This will help librarians improve their services. Students will also get satisfaction in accessing library services offered through the website.

Interface Design

Interface design focuses on anticipating pleasant interaction by patrons as they interact efficiently with an information system. Roth et al. (2013) discuss the fundamental principles for interface design. These principles include layout, content awareness, aesthetics, user experience, consistency, and minimizing user effort. Poor interface design would have pages that have broken links, no search function, outdated content, and unnecessary ads on the screen. The librarians will know if they match the expected values of patrons accessing those websites when they assess their websites (Abifarín et al., 2019; Clunie & Parrish, 2018).

The proposal to the librarians is that they improve the website interface design for effective service delivery. They can make this improvement by determining the effectiveness of the interface design of the website that is currently in use. This means that the librarians will have to evaluate the experiences of library staff and patrons on the website design. The experience of the library staff and that of the patrons will differ because of the difference in the purpose of using the website. The librarians should ensure that the library staff is confident in offering services through the website. Patrons should have an excellent experience in accessing library services through the website.

Excellence in interface design can be achieved by evaluating the interface design against the principles of interface design. Improvements can be made based on the findings of the evaluation. As a result, the interface will be appealing to the patrons as they navigate through it. Patrons will access library services effectively and efficiently because the website will be designed through the principles of interface design.

Technology Acceptance Model

The technology acceptance model (TAM) is a theory that describes the likelihood of the adoption of technologies based on two variables. These variables are perceived usefulness and perceived ease of use of the technology (Harb & Alhayajneh, 2019; Setianto & Suharjito, 2018; Tang & Chen, 2011). The variables are mediated by behavioural intention, whose result is for the patrons to use the technology. Librarians will use technology effectively when they perceive it to be useful in accomplishing their tasks, and when using the technology is easier.

The librarians of this academic library will find it easy and fulfilling to offer library services through the website when they have the necessary skills. The training will enhance library staff competency in service delivery through the website. The training should encompass principles of interface design, best practices in using the website for service delivery, development of standard operating procedures for using the website in excellent service delivery, and the use of key performance indicators (KPIs) in evaluating the competency of library staff in using the website for service delivery.

Recommendations

Table 5 presents the proposed strategy that can be used by this academic library study to offer excellent library services through the website.

Table 5. Proposed Strategies to Improve Library Services Delivery through the Website

Goal	Strategy	Action	Deliverable
To market library services offered through the website	Do a situational analysis	Carry out a SWOT Analysis	The library will understand its current situation in the library business environment
	Develop a marketing planning for the library (Marketing objectives, target markets, and marketing mix)	Set marketing objectives	The stipulated and measurable outcome of what is to be achieved from the marketing plan.
		Determine target markets	A clear definition of patrons and the rationale for the customer base.
		Determine the marketing mix: (product, price, place, promotion) Product: Describe the product/service, the history of how and why the service was developed, the functionality of the service, the value of the service, the technology used to deliver the service, and other characteristics of the service. Have an evaluation tool on the web page where patrons can evaluate library services offered through the website	Defined products and services that will be offered through the website Results from the evaluation will be useful to improve the quality of library services offered through the website
		Price: Delineate the price it will cost patrons in accessing information resources and other library services offered through the website. This information will contain the value of the service, offers, and how the pricing	Information on costs related to accessing information resources and services accessible through the website

		compares to that of the competitors	
		Place: Assess where the patrons are located, what information services they need from the library, what channels they use in accessing information that satisfies their needs, and how the library compares to its competitors.	A website design that can accommodate a computer and a mobile device seamlessly A website design that can accommodate patrons visiting through different internet bandwidth from across the continent A well-designed website interface that enhances efficient and effective library service delivery using the website A relevant and reliable mechanism for searching and retrieval of information resources such as the use discovery tool
		Promotion: Definition of promotional methods that the library will use to increase awareness of the services it offers through the website. How the library will communicate its marketing messages, the best times to promote the library services offered through the website, and how the library will reach its audience.	Use of social media, posters, alerts, and videos in enhancing awareness of library services offered through the website. A training program that enhances the skills of patrons in accessing library services offered by the library through the website News and events programs that inform patrons of library events and services Enable communication tools within the website that will connect patrons to the librarians in real time
	Implement and evaluate the marketing plan	Documentation on the implementation of the marketing plan for the library in using the website for service delivery	Clear procedures for the implementation and evaluation of the marketing plan
To improve the website Interface Design for	Determine the effectiveness of interface	Evaluate the experiences of library staff and patrons on the	Experiences are used as a basis to improve or reengineer the model of library services offered

effective service delivery	design on user experience	website interface design	through the website interface.
	Determine the effectiveness of the interface design of the website according to principles of website design	Evaluate the interface design of the website against the principles of interface design (layout, content awareness, aesthetics, user experience, consistency, and minimizing user effort).	An interface design that meets patrons' needs for efficiently and effectively interacting with the website. Aesthetics: user interface will be pleasing to the eye through a combination of colours, fonts, and white space. Consistency: patrons will navigate through the interface intuitively as all parts of the system work uniformly. Content awareness: patrons will be aware of the information contained on a screen that is being displayed on the website. Layout: general organization of the screen of the website will be in a consistent manner. User experience: the interface will be at the user's level of computer experience, making it easy to learn and easy to use. Minimize user effort: patrons will accomplish a required task using minimum effort.
To equip librarians with skills to offer excellent library services using the website	Enhance Library staff competency in service delivery through the website through training and workshops	Training staff on principles of website design Training staff on best practices in using the website for service delivery Develop standard operating procedures for using the website for library service delivery Use key performance indicators (KPIs) to evaluate the competency of	Library staff understand the principles of a well-designed website Library staff use the best practice to use the website for service delivery Library staff use the SOPs in their service delivery Results from the evaluation reveal issues that should be addressed to make the library staff competent and effective in using the website for service delivery

library staff in using
the website for
service delivery

Suggestions for Further Research

This was a descriptive study of how an academic library in Kenya used the website for service delivery. Further study can be conducted on the impact of the use of the website in meeting the library goals. This research could be replicated in other academic libraries in Kenya and compare the results on the use of websites for service delivery.

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APPENDIXES

APPENDIX A
INTERVIEW PROTOCOL FOR STUDENTS

Time and date of the interview: _____

Name of the interviewer: _____

Code of the interviewee: _____

Length of the interview: _____

Section 1: Introduction.

The interviewer thanks the interviewer for their willingness to participate in the interview process. The interviewee is assured of confidentiality of their identity. They are also assured that participation in this interview is voluntary, encouraging the interviewer to give information that will be of relevance to this study.

Section 2: Opening question

The aim of this section is for the interviewer to build a rapport with the interviewee. An ice breaker question will be asked to keep the interviewee at ease. The interviewee will be asked, “If you were to be famous for one thing, what would you be famous for?”

Section 3: Content questions.

Questions will be asked that will enable the interviewer to collect data answering the research questions. The following questions will be asked to the participants of the study

1. What content is present in your library’s website?
2. How does the website inform you about services offered by the library?
3. What library services do you access through the website?
4. How do you access those library services through the website? (e.g., Phone/computer, through Google search or directly via the library’s/university’s website)

5. How would you describe your experience in accessing library services through the University website? (Focus on content and design of the website).
 - a.Content in the website
 - b.Design of the website
 - c.Assistance/training from the librarians (tell me more about the difference that the training has made to enrich your experience)
 - d.Notification of changes/new arrivals/news
 - e.Interaction with the librarians through the website
 - f. Contact information
 - g.Personal skills
6. On a scale of 1-5, how would you rate the library services accessible through the website?
7. Why did you give the rating for the library services accessible through the website?
8. What suggestions do you have in mind that would enrich your experience in accessing the library services through the website?
9. What suggestions do you have for the librarians to consider as they offer their services through the library website?
10. Is there more information you would like to give about the topic of discussion that we have not covered?

Section 4: Closing remarks.

Thank the interviewee for participation in the interview process. Assure the interviewee of confidently. Ask the interviewee if they are available for further clarification should the need arise. Inform the interviewee that findings of data will be shared with them for confirmation that is the findings accurately captured their discussions. Offer to share an abstract of the final study with the interviewee.

APPENDIX B

INTERVIEW PROTOCOL FOR LIBRARIANS

Time and date of the interview: _____

Name of the interviewer: _____

Code of the interviewee: _____

Length of the interview: _____

Section 1: Introduction.

This section provides instructions to the interviewee about the interview. The interviewer thanks the interviewer for their willingness to participate in the interview process. The interviewee is assured of confidentiality of their identity. They are also assured that participation in this interview is voluntary, encouraging the interviewer to give information that will be of relevance to this study.

Section 2: Opening question

The aim of this section is for the interviewer to build a rapport with the interviewee. An ice breaker question will be asked to keep the interviewee at ease. The interviewee will be asked, “If you were to live in another country for one year, where would it be?”

Section 3: Content questions.

Questions will be asked that will enable the interviewer to collect data answering the research questions. The following questions will be asked to the participants of the study.

1. Why would your library use a website?
2. What content is available on the library website of the academic library under study?
3. What criteria do you use to determine the quality of content found on the library’s website?
4. How do you communicate about new content the library through the website?
5. What library services do you offer through the website?
6. How do you market your library services accessible through the website?
7. How do your students access library services through the website?

8. What training programs do you have for your users to effectively use the website for library services?
9. How has the website enhanced your interaction with your users?
10. What skills are required by librarians for providing services through the website?
11. What training programs do you have for staff to equip them in service delivery through the website?
12. What is your overall experience in using the website for delivery of library's services?
13. How do you evaluate if the website is effective in service delivery?
14. What would you like to amend on the library website to improve your service delivery?
15. Is there more information you would like to give about the topic of discussion that we have not covered?

Section 4: Closing remarks.

Thank the interviewee for participation in the interview process. Assure the interviewee of confidentiality. Ask the interviewee if they are available for further clarification should the need arise. Inform the interviewee that findings of data will be shared with them for confirmation that the findings accurately captured their discussions. Offer to share an abstract of the final study with the interviewee.

APPENDIX C

CONTENT ANALYSIS CHECKLIST

Date for data collection: _____

The library's website will be evaluated for the availability of content as listed in the table below. A Yes response will be made when there is evidence that the content is available in the website. A No response will be filled when there is lack of content listed below.

Content	Availability (Yes/No)
Text content	
Image content	
Video content	
Email address of the library	
Phone number(s) of the library	
Social media contacts of the library	
Postal address of the library	
Directory of librarians	
Information literacy program	
Citation/referencing training	
Online tutorials	
Libguides	
Contact of reference librarian	
Availability of Web 2.0 tools	
List of Web 2.0 tools used by the library	
Library's name	
"About Us" section	
Library's goals	
Library's opening hours	
Library's policies	
Rules and regulations	
Library News	
Calendar of events	
Library projects	
Link to online access public catalog (OPAC)	
Links to digital/electronic resources	
Links to special collection	

Links to other useful sources of information:	
Help button	
Search box	
Frequently asked questions (FAQs)	
Ask-a-librarian feature	
Suggestion box	
Description of library services	
Links to library services	
List of library services offered by the library	
Link to the university's website	
Link to online education service/program by the university	
Link to university's research activities	
Library projects	
CSR strategic plan	
Partnering institutions	
Stakeholders	
Library achievement awards	
Date when the page was last modified	

What date was the library's website last modified?

APPENDIX D

NACOSTI RESEARCH LICENSE

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APPENDIX E
INFORMED CONSENT FORM

Dear Participant,

You are being asked to participate in a research study entitled: Website for Service: A Case Study of a Private Christian Academic Library in Kenya.

The purpose of this study is to describe how an academic library in Kenya is using websites for service delivery, and propose strategies for enhancing library service delivery through the use of websites.

In order to participate in the study, you will be asked to participate in an interview. The interview should take approximately 45 minutes.

Your participation in this study is voluntary. If you sign the bottom of this Form, it means that you are giving your consent to be in the study. You will NOT provide your name for the interview and this Form is separate from the interview—this ensures that your identity will not be revealed. No one other than the advisers and I will have access to the data. All data will be kept on a password protected computer.

If you do not want to participate in the study, do not participate in the interview. If you begin to participate in the interview and decide you do not want to continue participating, stop participating in the interview. There is no penalty for not participating and your interview guide will not be used.

If you participate, you will contribute to knowledge about your perceptions, and concerns related to your experience in using the website to access library services, which may help to create strategies for academic libraries in using the website for better service delivery. There are no identifiable risks in participation.

I will answer any questions that you have about the study and you should ask them now.

If you have complaints or concerns about this research, please contact the Chair of the AUA Institutional Ethics Review Committee:

Dr. Josephine Ganu,
ganud@aua.ac.ke

Thank you.
Elizabeth Odhiambo,
Master of Business Administration Student.

By signing below, I agree to participate in this research.

Signature _____ Date _____

APPENDIX F

CONTENT ANALYSIS CHECKLIST DATA

Date for data collection: 4th February 2022

The library website will be evaluated for the availability of content as listed in the table below. A Yes response will be made when there is evidence that the content is available in the website. A No response will be filled when there is lack of content listed below.

Content	Availability (Yes/No)	Comment
Text content	Yes	
Image content	Yes	The images have no caption on them
Video content	No	
Email address of the library	Yes	
Phone number(s) of the library	No	Phone number of the University, not of the library
Social media contacts of the library	No	Social media contacts of the University, not of the library
Postal address of the library	Yes	
Directory of librarians	No	A directory of all employees is available on the university website. Contact information of librarians is not available on the library web pages
Information literacy program	No	Information literacy curriculum that contains the outline of the program. What was being looked for is a program that users can follow on their own to be information literate by the end of the training
Citation/referencing training	No	
Online tutorials	Yes	A document tutorial that gives steps on using OPAC and accessing the e-resources
Libguides	No	
Contact of reference librarian	No	

Availability of Web 2.0 tools	No	
List of Web 2.0 tools used by the library	No	
Library name	Yes	
“About Us” section	Yes	
Library goals	Yes	
Library opening hours	Yes	This information is applicable to the physical library only since the website is accessible at any time
Library policies	Yes	
Rules and regulations	Yes	
Library News	No	
Calendar of events	No	
Library projects		
Link to online access public catalog (OPAC)	Yes	
Links to digital/electronic resources	Yes	
Links to special collection		
Links to other useful sources of information:		
Help button	No	
Search box	Yes	There is a search button for the whole website, not necessarily for the library webpage
Frequently asked questions (FAQs)	No	
Ask-a-librarian feature	No	
Suggestion box	No	
Description of library services	Yes	
Links to library services	No	
List of library services offered by the library	Yes	This list includes user services, acquisitions, current awareness services, interlibrary collaboration, acquisitions, and technical services like cataloguing and classification
Link to the university website	Yes	The webpage is within the university website
Link to online education service/program by the university	No	
Link to university research activities	Yes	There is a link for the university institutional repository that holds the research output by the university.
Library projects	No	
CSR strategic plan	No	
Partnering institutions	No	

Stakeholders	Yes	There is a small section on one of the library web pages that has an appeal for donations to the stakeholders
Library achievement awards	No	This is within the university website. Nothing of it is mentioned on the library web pages.
Date when the page was last modified	No	This information is not provided. However, there is a copyright date for the entire website. This date is not current.

APPENDIX G

INTERVIEW RESPONSES

What content is available in the website of the academic library under study?	
What content is present in your library website?	
SP1	I know the theological databases and the books we access electronically.
SP2	I access Research materials and databases through the library webpage.
SP3	I mainly access the OPAC to check which books are available in the library.
SP4	When you ask me what content I recall from visiting the library webpage, I'm trying to picture what to say. Sometimes it becomes difficult to find some things. But I can comfortably say I am sure that EbscoHost is available on the library webpage. You know, I can only remember what is relevant on a webpage. I may not concentrate on other content, especially when I am not using them.
SP5	OPAC, EbscoHost are the areas of interest that I can access in my library. I can also say there is OPAC tutorial that helps me access OPAC. Once I am in campus, I can comfortably use the OPAC.
SP6	I can say the content available on the library webpage is OPAC, EbscoHost and MyLOFT.
SP7	I would say the content that I have seen on the library webpage is MyLOFT and all the resources contained in it such as Ebsco and Emerald. Last week I wanted to access the Harvard Business Review, but on reaching there I needed help to access resources. From the help, I received from one of the librarians I realized there are many resources that I hadn't seen before. I realized fully that I needed to explore the webpage to access the many resources that are provided by the library.
SP8	When I go to the library webpage, I remember seeing OPAC and electronic services that give access to various types of library databases, books, and journals for research. I also get to see where to access books in the library physical library. That is the content I remember seeing on the library website web page.
SP9	Online resources like journals, and e-books if you are fortunate to get them. I don't remember if I saw videos on the library webpage.
LP1	We have all information about the library. It is information about our services, access to our catalog and databases, tutorials on accessing the databases, and library policies. We also have the library contact information displayed on the webpage.
LP2	Information about the library. There is also information about the library services we offer. You will find our hours of operation, our information resources, our rules and regulations, and links to other useful resources.

What criteria do you use to determine the quality of content found on the library website?	
LP1	We have put everything about the library on the webpage. We do not compromise on our standards of providing quality information. We endeavour to provide relevant, authoritative, credible, and timely information. We follow our collection development policy in content acquisition. Each library staff collaborates in determining what content to upload on the webpage. The content that is on the webpage is a reflection of what we have in the library.
LP2	We involve our stakeholders in determining the content to have on our webpage. They are library staff, faculty, and students. For our electronic resources, we have content catered to our institutional needs. We consult with the faculty on what databases we should subscribe to. We also sample from the available resources accessible through the KLISC consortium, then we pick what is relevant to us from that list.

How is the academic library under study using the website for service delivery?	
Why would your library use a website?	
LP1	The webpage is a good marketing tool. Through it, we can display information about the various library services. We also provide access to our electronic resources through the webpage. These resources include journals, books, other research works such as theses and dissertations.
LP2	We offer our library services through the university website. The website is a one-stop shop where people can get started with university services, including the library. This is how outsiders get to know about our institution. This is the central place for accessing library information.
What library services do you offer through the website?	
LP1	We offer access to electronic resources, access to our online public access catalog (OPAC), tutorials which are instructions on using the electronic resources, and information about the library.
LP2	The webpage is a point of information access. From the webpage, you can get information about what services we offer, and how you can get those particular services.

How are students utilizing the website to access the library services offered by the academic library under study?	
How do you access library services through the website? (Phone/computer, through Google search or directly via the library/university website)	
SP1	I access the library webpage mostly through the computer. I access it through the university webpage.

SP2	I access the library webpage using a laptop. It is impractical for me to access the library through the phone because of its limitation. Sometimes when I do my research study through the research databases provided by the library, I may need to copy some bits of information, something that I find impossible to do with the phone. Previously I accessed the library webpage through the university website. Not too long ago we were given a new link of accessing the databases. The link is called MyLOFT, I use that link directly to access all the databases provided by the library. However, I am limited to accessing it through google chrome. I can't access the library through the safari browser.
SP3	I use the computer to access library services through the website. I find it easier to use than the phone. The screen of a computer is wider which makes it realistic to see information and all the icons on the webpage. I access library services through the university website. I have saved this address on my computer for easy access. When I have to access the library webpage using a different computer, I search through google, which takes me to the university website. From there I locate the library webpage.
SP4	Google search or directly via the university website. I use my computer to access the library webpage. The phone is not convenient because I cannot see things clearly with it. Sometimes I access the library service through google; other times, I go through the university webpage. However, the process of getting to the library services through the university website is unnecessarily long and difficult sometimes. I just wish there was a simple way of getting directly and quickly to the library services without going through a lot of steps.
SP5	To access the library, I always start with the university website then locate the library tab. I click on OPAC and search and get a wide variety from the search. I can access the library through my phone. It is convenient when my laptop's charger is done. I also don't carry my laptop all the time to the library because it is heavy. I use my phone when I need to do a quick search, or when I don't need to stay in the library for a long time.
SP6	I usually use any of my laptops. I have two laptops. I haven't used my phone in accessing the library ever since I began my studies. It is a bit hectic for me to use a phone. I find the laptop to be quicker and more convenient. With the phone, I can get unnecessary interruptions such as a phone call in the middle of a search. When you want to get a book you click on OPAC, and thereafter you type the name of the book you are searching for. The book will come by itself. If it is not there, it will not come. When you do a search, you will get several results. You choose what you want.

SP7	Google search or directly via the library/university website. From the university website, I go to the library and then to OPAC and e-resources. I mainly access it through my laptop. It is easy to read from the laptop. I normally access the materials I need at the time that I need them. I find it easier and more convenient to download materials on the laptop than on the phone. I had bookmarked the university website on my old computer. This made access to the library easy from the bookmark. But on this new computer that I have, I usually type in the university URL to get to the university website. I have not bookmarked it yet.
SP8	I mostly use my laptop and my iPad to access library services. I don't use my phone because it's too small and inconvenient. I prefer using the computer because of the size of the screen. I can see what I'm looking for, and I can easily read from the screen. I cannot be able to do that using the phone. Well, I have saved the university website on my browser. I do not need to type in and remember that. I go straight to the website. I open my browser and click straight to the website, and it leads me straight away. From there, I can locate the library. Though I recently downloaded MyLOFT, I'm still learning how to use it. I access it very well on my laptop better on my iPad. I am still struggling with it. It asked me to do some purchases. I haven't yet been able to use my iPad in accessing MyLOFT, but I can access it through my laptop.
SP9	I mostly use my laptop. I have never accessed the library through my phone. When I was in campus it was very easy to access the library through the university website. But I encountered challenges when I tried to connect to the university website from home. Sometimes the page would not load.
How do your students access library services through the website?	
LP1	It is a requirement that our students have a laptop of their own. They access the services through their laptops. They access the library webpage through the university website. From there, they can get to our databases through MyLOFT remote access tool. With MyLOFT, students sign in once to access all our databases. We usually train them to access the library services through the library webpage.
LP2	We train them to access the library services through the university website because it is more straightforward. I think our students access our services through their laptops, iPads, or tablets. I don't know if they use their phones.

What lived experiences have students and librarians had with the website of the academic library under study?	
Content in the website	
SP1	The library provides access to relevant and up-to-date books that help me in my studies.
SP2	The content is very useful. I get the exact material that I need. But sometimes when I don't get it, the system tells me that what I am looking for is not there within the library. This information is very helpful, at least I get to know what is there and what is not there.

SP3	When I search for information for my research, I am able to get feedback on whether the material is there or not. So, I don't have to waste time looking for material that I know is not available in the library since the system has already informed me. I go to the webpage mainly to look for books. I may not say much about other content that can be found in the webpage.
SP4	After getting to the library webpage, you are happy when you can get what you are looking for, especially for the books. I don't think I get them from other sources, especially the materials for my studies. The library is very resourceful. The only difficulty is how to get there.
SP5	Everything on the webpage is healthy and friendly and Christian. Being that this is a Christian institution, the content is Spiritual and Christian based.
SP6	I appreciate the fact that the content within the library webpage is wide. If you want content that was done in the 1990s, you get it. If you are looking for certain authors, you get them. You get what you want, whether it is in religion or sciences regardless of the author, year, or area of discipline unless it is unavailable in the library. But I've rarely seen these cases.
SP7	I like the variety of materials that are available in the many databases subscribed to by the library.
SP8	I think it is comprehensive as it can be. I haven't found anything lacking apart from unsubscribed journals. I have read interesting books that I did not imagine the library could have. I have seen a lot of books on leadership, and I appreciate the content that is available in our library.
SP9	The content is scholarly-based. I was able to get what I was researching upon on my line of study. I get specifically what I want when I search through the databases.
Design of the website	
SP1	I generally like the design of the webpage. But I have an issue with its loading time. It takes too long to load the page. I think my Internet is not so strong to load the library page. I am, however, able to load other sites like google without much struggle. There are lots of passwords that I have to key in. It makes the process of accessing the library resources unnecessarily longer. I have never seen an error message that tells me what to do when I encounter a problem in loading a page. When the webpage is not working for me, I contact the librarians through emails and they are always available to help.
SP2	This is a bit complicated, but I will tell you what I have experienced as I use the library webpage. When I carry out a search it is a bit confusing to know where the results came from. I don't know how to differentiate between the library webpage and google. Maybe it is because I use the SIRI app that brings about confusion.
SP3	Wow, where do I start? I think the library webpage is well designed. I am able to identify where I am on the page. And when I click on a link it leads me to what I am looking for. Generally, the library webpages contain what they are expected to have. The library webpage is easy to use because it looks like other websites. I can locate icons where I think they should be. For instance, if I want to download something from the library webpage, I do not have to struggle to find a place to download it from. The library webpage is well designed.

SP4	The font size of the library webpage is okay. Sometimes I have to click on several links to find certain things. And then you don't know what the tabs in the library webpage are meant for. When I search for something, sometimes I get no results. But when I find help from the librarians, they use different routes for accessing information then I get what I want. I wish there was an overall search button on the webpage or a help feature for better accessibility of the library resources. I think the design of the library webpage should be simple. Sometimes from the library webpage, you don't know where to go. The steps to get to the desired place are too much and difficult. You almost seem to need assistance to get to the desired place. But it would be great if I would do it efficiently on my own.
SP5	I can say that the library webpage is well designed. For a beginner, when you listen to the instructions on how to use the webpage, you reach your destination. The colour and the arrangement of content on the webpage gives you an appetite to navigate the webpage. When you see a list that is related to what you are looking for after carrying out a search, it gives you an appetite to continue searching for more. Indeed this webpage is peculiar.
SP6	I can't compare this webpage with the other libraries that I have been to. The design is ok. If I want to get a book on a certain subject, I get it. I can go backward and forward within the webpage. When I get lost, I know how to find my way out. The challenge is when you get so many lists and you can't get what you are looking for. Sometimes it makes me go back to physically get the book on the shelves. Sometimes I can't download some books. They are restricted, especially if that's the books that I really want. I don't like that type of design. Why have something that is really useful that you cannot fully access? I think if it is possible, the library should look into this and give us material we can access and download.
SP7	I think the design of the webpage is nice. The arrangement is okay, especially when you go to the e-resources page. You are able to get many resources. The page is well organized and you get information easily. I remember somehow that there was a time that links of some databases were not working. But now I think MyLOFT solves the problem. I can access those databases and I get something from them.
SP8	I think it is OK. I don't remember thinking that this would have been done better, at least to the extent that I have used the web page. The webpage is easy to access. I appreciate the design of the way things are on the webpage. You can easily go through it and get what you're looking for because it's straightforward.
SP9	The design is okay with me except for a few adjustments that need to be made to access the information with ease. There must be communication that can help the student access the library with ease. I haven't seen suggestions that direct students to get what they want. Sometimes I have a challenge with the internet when I'm here at home. Sometimes the university website refuses to open. But I can still open and use other websites like google while the university website remains inaccessible. That is why I mostly use other websites that I can access like google, google scholar, and research gate, just to name a few of them.
Assistance/training from the librarians	

SP1	I appreciate the library effort in offering their training for accessing the library resources through the webpage. When I get stuck, I contact them through email. They have scheduled meetings for me where they helped me access those services. I wouldn't have done much to access the library resources if it were not for the training I received from the librarians.
SP2	I appreciate the information literacy training provided by the library. Through the training, I am able to search the OPAC on my own. I am also able to work on my bibliography with much ease since I was trained in using the Zotero bibliographic tool.
SP3	There is no way I would access the information I need from a large volume of books provided by the library. The information literacy training has equipped me with the needed skills in searching for information and locating what I am looking for. However, I need more training on how to access other library resources. Sometimes I forget the steps in accessing the databases.
SP4	The library tutorial was okay. It helps you know how to get to the library resources. But you have to pay attention to it if you are to benefit from it. If you forget what you learned from the library tutorial you have to go back again. Or else it will be difficult for you in accessing the library resources.
SP5	I would like to thank the library team for the training they have for new students. The library made a big impression on me that to survive my studies I got to learn how to locate information resources well. I got to learn to locate books through the library webpage and use other useful applications like Zotero for my referencing and citations. The library training made me confident in using any library. I have accessed another library with ease because of the training. Now I feel a part of a higher institution. As you know, no research, no right of speech.
SP6	The library training has been of great help. Initially, I would get information through Google and Facebook. But the orientation program by the library encouraged me to use the library more. Now I can get access to information through OPAC and MyLOFT. I travel a lot. Before, I used to pack my books in a carton and move with them from place to place, sometimes on a motorbike. And people would wonder why I always move around with luggage. I would tell them that I'm a grad student and I needed the books for my studies. But since I realized how efficient it is to access the library resources online, I just carry my laptops, my Maxwell Leadership Bible, and the standard for written works. My traveling has been a lot easier.
SP7	I remember the first time we joined the university; we were taken through the library physically. We were shown how to access content through google scholar and the databases subscribed to by the library such as Emerald. I use that a lot. If I hadn't gone through the training it would take me a very long time in getting materials for my study. But now the training has shortened my time for accessing information.
SP8	I appreciate the library training and the support service on library research skills that they are doing. Recently they have done two of those. I was not able to attend the training. I have been able to go through the documents they sent for the training. I've only reviewed the first one, and I have not yet gone through the second one. I am not in a position to tell you the effectiveness of this library training. I'm still going through it, trying to understand it. But

	once I'm once I go through it, I can be able to answer that question hopefully.
SP9	Just like I said, the library training gave me the skills how to get information from various websites. With that skill, I can get information easily.
LP1	Information literacy skills training. We have embarked on personalized training that is effective and efficient. In this kind of training, a student organizes with the librarians to have one-on-one training. We train a student almost daily.
LP2	We train them to use the resources and not necessarily the website. The website is a pathway to access the resources provided by the library. We don't train them to navigate and use the website. It's more of the resources than the website.
Notification of changes/new arrivals/news	
LP1	We use emails to communicate with our students. It is a very convenient way to reach all the students. We also inform our students about new content during the orientation and information literacy programs.
LP2	We put the new content on the webpage. The people that get to know about new content are new students during the orientation program.
SP1	I receive emails from the library telling me about the content in the library webpage. I appreciate their efforts in their notification about their content.
SP2	Sometimes I browse through the library webpage to check if there is any new content. But most of the time I get an email from one of the librarians that inform me of new content that has been added to the webpage.
SP3	I browse the library webpage to find out what is different. That is how I get to know if there is new content available on the library webpage.
SP4	Wow. This is an interesting question. I remember when the library had subscribed to ProQuest. I received an email from the library informing me of this content. I am very grateful to the library team. I think their notification through email is helpful, and a quicker way of knowing what new things the library has to offer. That way we can deliberately look for it on the library webpage.
SP5	I get email notifications for new books that can be bought through the library. And when I am on campus, I always see new books displayed on the new arrivals shelf. But I have not received an email about new library books or seen a notification of new arrivals on the library webpage.
SP6	I would like to give an applause to individual library staff. As far as there is new content, we get an email notification from the library. This staff sends the emails. I usually get many emails. If I fail to check my emails even for a week, I may miss out on the library notifications. That's when I call the librarians for help.
SP7	I can say that I notice new content through email or I hear about it from my classmates or my lecturers.
SP8	Oh wow, I think a notification would be better for me. Usually, when I go to the library webpage, I don't intentionally look for new content. When I go to the webpage, I go directly to what I need. I do not take my time to see what else is there. I go straight because my time is limited to doing research. It would be helpful to get an email notification that lets me know when there is new content on the library webpage.

SP9	It has been difficult for me to get new content that is available on the library webpage. I rely mostly on google to get information.
Website interactivity	
LP2	It hasn't enhanced our interaction. But we have our contact information on the library webpage. If we had the Ask-a-librarian function it would encourage interaction between the students and the librarians. We can't know when the students are stuck while using the webpage. We can only know if they tell us or we do a survey.
LP1	On the website, there is the library email address. I can say three-quarters of the students who communicate with us use this email. Some use our contacts to write directly to the librarians. We are in the process of adding a chat feature to the page. The feature is known as Ask-a-librarian. Hopefully, the students will chat with us directly from the webpage.
SP1	I have not been keen to check this option. I have not been able to contact the librarians through the webpage. I usually contact the librarians directly through their emails. Next time I will check if this option is available of contacting the librarians directly from the webpage.
SP2	I have the phone numbers of the librarians. Whenever I need to communicate with them, I just call them or contact them through WhatsApp or email.
SP3	When I get stuck, I contact the librarians through the contact provided on the library webpage. I believe it is the email address belonging to the library. When I use that contact, I get a prompt response.
SP4	When I was on the campus it was easy to go directly to the librarians whenever I had an issue accessing library services on the website. But now that I am not on campus, I would either contact them to help me. But sometimes I get frustrated and look for resources elsewhere. I haven't seen a place of contacting the librarians directly on the webpage. I can't even write to them about my experience because there isn't any feedback button. How can I interact with them if they have not provided an avenue for that on their webpage? I think it would be of benefit to add that feature. I think this feedback feature will help them in shaping their services to meet the needs of students.
SP5	I have not interacted with the librarians through the library webpage. When I get stuck, I go to the librarians' desk and the librarians have been of tremendous help to me, that is when I'm on the campus. When I'm out of campus, I write an email or call the librarians. They have given me tutorials via WhatsApp. The tutorials were of help.
SP6	When I get restricted information after carrying out a search, I get a message to contact the librarians for help, or else I won't proceed. That's when I call the librarians. They are always there for us.
SP7	How has the webpage enhanced my interaction with the librarians? I am blank about this. Should I need help in using the webpage, I chat with the librarians using hangouts. I could also go to people I know who can help me. I also have the personal contacts of the librarians. I use their contacts to ask for help. This is an interesting question. I will actually explore how I can interact with the librarians directly through the webpage.
SP8	I write an email to the librarians when I get stuck. I am very appreciative that I usually get a response within 24 hours. Their response rate is good; very

	commendable. Honestly, I have never noticed if there is any way I can communicate with the librarians through the website. I just have not taken my time to locate it. Or maybe, I have not seen it. I don't know if it's there. It would be good to communicate with the librarians on the webpage. For now, I use my email. I get an immediate response from them.
SP9	I don't remember if there was such a facility for interaction in the library webpage. The webpage has not enhanced my interaction with the librarians.
Training Program Available	
LP1	There are workshops and conferences which staff attend. Library staff members are encouraged to develop their skills. I think the marketing plan will contain suggestions for such programs for skills development.
LP2	None
Personal skills	
LP1	IT skills. The librarians need to train the students in accessing the e-resources. They require ICT skills. They should have good communication skills to communicate effectively with students.
LP2	The librarians should be techno-savvy. They need to be information literate. They need to know what sources have relevant content and point users to those sources.
SP1	The skills I have in accessing other websites have been helpful in helping me access the library webpage. However, I still find the other sites like google easier to use.
SP2	I have used several websites before. I access the library webpage using the same skills that I use in accessing other websites
SP3	The library website is well organized and interrelated to other websites. In fact, the skills I have acquired from using this website have helped me navigate through the other websites.
SP4	The university website is like any other website that I have come across. In terms of skills to navigate websites, I have no problem with the university website. But when I reach the library webpage, it seems like I need a new set of skills. Sometimes I find it a little difficult to use. It is almost impossible to go through the library webpage if the librarians have not given you a tutorial on it. And unfortunately, we easily forget the tutorial, and we have to call the librarians again for help. It is as if you always need the librarians to get what you want. Can't it be simple? You see the way google is simple. You may not need anyone all the time to get you through it. You find your way through it because it is simple to use. But for our library, I've got to go through some steps to reach where I want. And if I forget the steps, which I think most of us do, we either ask for help or we find alternative sources. But once you remember the training, accessing the library services becomes quite easy.
SP5	In my undergraduate, I was using various websites. But when I joined this university for my graduate studies, searching through the OPAC and other electronic resources was an issue to me. But through the library training I was able to get skills of getting library services through the webpage.
SP6	The university website is peculiar. Previously I would use Google or Google Scholar. You know anyone can access information from Google. But for the

	library I have never come across a closed book. If the book is not there it tells me it is not there. I wouldn't say that the skills I had enabled me to navigate other websites. Rather it is the University library webpage that gave me more search skills than what I got from using Google. Now I can search by author, publisher, title or other related materials to what I am looking for.
SP7	I bring my knowledge that I have gathered from work and from other search engines to access the library. If I hit a snag I explore again. It is when I reach a dead end that I contact the librarians for assistance.
SP8	I have not any conscious comment about that. This library webpage is easy to access for me. I do not know how to compare it with other websites because I use the same skills in accessing them. I haven't found it difficult or any different from any other website. I'm still able to go through it. However, I think what has been a bit frustrating for me is that there are times I do not have access to the journals I need. I get prompted to pay for the journal. That has been frustrating to me. I think the library should make it a bit easier by telling us what we have full access to and what we will need to pay for to access. It will help.
SP9	I remember being taken through the orientation of the library webpage and how a student can get information that is available in it. There is a place where you type in and get the information that you want.
Overall experience	
LP1	It is an excellent forum for communication with our students dispersed throughout the continent. I enjoy using it as a communication tool.
LP2	Whenever we offer orientation services to new students, we introduce them to the library webpage because it is a better starting point for the resources. Subsequently, we do not need to train them on the initial steps of getting to the library resources through the webpage. We talk of specific services or content. Some students even bookmark the pages, which is easier for them to access the library services.
SP1	Sometimes I get stuck while using the webpage. At this point, I shift to doing something else. My lecturers also assist me in accessing library resources through the library webpage.
SP2	The mode of our studies was changed due to the pandemic. Our studies are not offered physically at the university. We are also accessing the library resources online. Before the pandemic, I would use the library physically a lot. But now I access the electronic library more often than before. I don't foresee us coming back to the school physically with the current dynamics. I truly appreciate the efforts and services offered by the librarians online.
SP3	I appreciate the promptness of response I get from the library staff whenever I need their help in accessing library services from the webpage.
SP4	I've asked librarians face-to-face for help on how to get certain things as this will take the shortest time. There are no help buttons. And now when I'm away if I don't find what I'm looking for on the library webpage, I look for it elsewhere from other sources. When I received your request for an interview, I almost declined because I wasn't sure I wanted to go into this topic. Now I am relieved because I have expressed what has been bothering me about the services. I just hope that something will be done about it and the services will be better.

SP5	So far, I get everything I need from the library. When I get stuck, I always negotiate with the library team. This has given me confidence in my writing that I can get resources from the library.
SP6	So far, the experience has been good for me. I've had a positive experience with the library webpage. If things were not okay, I wouldn't be using it. I use it more frequently than the physical library.
SP7	My experience is excellent, but I have to learn more and improve my skills in accessing the resources. This is more on my initiative, not on the librarians'. I need to set time to familiarize myself more with these resources, but I'll soon be there because I need these resources to do my research.
SP8	I don't have much to say about this yet. But I remember when I was doing my master's some years back, there was no digital library. I think the internet was still developing. But now, coming back some years later, what I find is impressive. I have a kindle, and I access audible books through kindle. But for journals, I access it through the library. I would not compare this library with other libraries because I don't know what they have.
SP9	I'm generally satisfied with my experience in accessing information. Sometimes I get stuck. I know that I wouldn't get everything from one source. I haven't thought that I can contact the librarians when I get stuck. I would manoeuvre around until I get help from other websites that would give me suggestions on what to do or what to search for.
Recommendations	
LP1	The library should have an independent website if possible. This way, the librarians will have the freedom to make changes conveniently. We rely on staff from other departments to have our content updated. Sometimes this process takes too long. We can add social media handles such as Facebook, Twitter, and Ask-a-librarian to the library webpage to facilitate communication and marketing services. It would be good to have a library staff who is well versed in website management. They can help in improving the services we offer through the webpage. Maybe this should be the systems librarian. I think the design of our webpage has room for improvement. The students can get lost on the page. They have to keep scrolling down to get information that I think is not visible. They are hidden somehow. The links to some resources are not obvious. Maybe a different colour code will make them attractive and visible. I don't find the site very attractive. MyLOFT link should be prominent as it is the main method of accessing library resources.
LP2	It is good to have more interactive or chat features. The students would hold a chat with the librarians instead of writing emails all the time. Through that, we may guarantee that the library webpage is interactive.
SP1	There is always room for growth. Keep aiming for the high standards of your design of the library webpage. Make steps for accessing the library easier. Work on the loading time of the webpage considering that there are areas in Africa are having challenges with internet connectivity. Use social media like Facebook and WhatsApp in providing library services

SP2	We are now completely dependent on the web. The services offered through the library webpage are very helpful. But there is room for improvement. Please provide links to other websites that have more resources for postgraduate studies, even if we have to pay more, especially the content on biblical languages. Even though I don't find social media as an official way of communication like email, we can use them to increase our presence with the general population. The library can have an active Facebook account. This way people get to know more about our library and its services. The world is going the online way. Transform your services so that it can fit in this online world. This way we do not have to worry about not accessing information that can only be physically accessed in the library. Empower students by providing access to crucial resources, e.g., Logos software.
SP3	It would be very helpful to have more education on remote access of the library. This will enhance my experience in research skills and accessing the library online. It will be a good idea to use social media for ease of communication and to mark our presence online. Please think about displaying books for sale online. Many people will become aware of the books that you have, and it may be easier for those people to get the books from the library. Here I am not only referring to the students being served by the library. I am talking about the community at large since we don't exist in isolation.
SP4	If the library maintains what they have on their webpage, students should find a tutorial right on the webpage. The tutorial should be noticeable easily. A tutorial document could work, but I would prefer something attractive, like short videos that demonstrate the steps of accessing those resources. This way none need to feel stranded or call the librarians at all times for help. It will be good to have an explanation of the content available on the webpage. This way we will be informed of what to expect in the databases and other links available on the webpage. There should be a help facility to direct me when I'm lost, something like a help button or a search box. It will save me a lot of time in navigating through the webpage. I need to get what I need as soon as possible. I don't need to call the librarians at all times. The librarians should empower the students to help themselves. There should be a way for librarians to capture the experiences of challenges faced by the students. They should find a way of addressing it on the webpage. They have dealt with students many times, and they have an idea of what challenges students may have in accessing their services through the webpage. At least they can document it. This way, we can see what other students have experienced and find the answers to those challenges. Maybe we may have similar challenges, and we can get help through reading that. This is one of solving our problems without always going through the librarians. You call it the frequently asked questions, yes. Something like that is very necessary. Is it possible for the librarians to add a search facility that searches through all the databases simultaneously? I don't enjoy the experience of searching through each database independently. If I don't get what I'm looking for from one database I have to move on to the next and so

	forth. I would appreciate it when there is one search box that searches through them all. I don't know if that is possible. Oh, there is something like that? I haven't heard of a discovery tool before. But yes. The librarians should add a discovery tool to enhance my search experience. It should be the first thing I see when I get to the library webpage. I have been looking for a place where I can assess the library services offered through the webpage. I wonder how they evaluate their services when there is nothing to collect feedback about their services. They should routinely find out the usage by students. I suspect that many students don't use the webpage because of the challenges and they have no avenue of expressing their issues. It is good to have a survey tool, something that pops up on the screen that prompts me to share my experience while accessing the library webpage. I really thank you for this opportunity.
SP5	I have a recommendation for improvement though I don't know if it can work. If there is something new on the webpage, there should be something blinking to notify of this new thing on the university website. If it can also apply to the library webpage, it will create more appetite by catching the attention of someone who is browsing the site. I have not seen it before.
SP6	We should have the library training/empowerment on using the digital library every month or quarterly. You may assume that the orientation given to new students is enough. Sometimes we struggle and don't want to disturb the librarians by asking for their assistance. Train more even if it means repeating the same training. The more we use the library, the more we develop the heart and spirit of readership. When we were studying face to face, we could collect our textbooks from the library. But now we have to buy them through Amazon. Not everyone has the technical ability to purchase digitally. It is inconvenient and it may contribute to the failure of some of us. I suggest having a way to access the books directly from the library webpage.
SP7	The library should be running something flashy on the university website to capture the attention. We need to see the presence of the library when we get to the university website. This should be something to draw people's attention to visit the library webpage. The library should carry out information literacy training on a quarterly basis. This way we will be equipped in accessing the new content. The patrons should constantly be sensitized to new content added to the library collection. The librarians send questionnaires to students who use the library or use any other survey tool to determine how to improve their service delivery through the webpage. The librarians should add a chat with the librarian feature. This comes in handy when a user wants some quick help, and there is someone there to pick up the query. They may think of chatbots such as those that are used in banks and organizations like Safaricom. The chatbots can help when answering some queries, but they can also connect the library user to the librarians when they cannot provide the needed help.

SP8	I wish the library would give a category of journals subscribed to by the library and those that we have to pay for. Sometimes I get excellent titles from the databases like Taylor & Francis. I get the notification that I need to pay to access the journal. It is a very frustrating effort. Sometimes, I search through Google scholar because I find it a faster way of searching. I get good journals there. The library has subscribed to some of those journals. Some journals are not subscribed to, particularly those I may need. I think the library would do well to send a list of databases they have subscribed to for awareness purposes. With this list, we will be aware of what the library offers. It will be easier to identify what journals are available on which databases. At this moment, I do not know all the journals accessible through this library. I often come across those which would require payments to access. But once this list is available, I will have realistic expectations while searching through the databases. I don't know if the library involves students or faculty in selecting the resources for a subscription. Since I began my studies here in 2018, I haven't seen any invitation from the library asking me about what resources are relevant for my program or what I would like added to the library collection concerning my studies. Like for the Leadership program, the journal of Leadership Quarterly is a leading resource. I have not come across it. I don't know if the library has subscribed to it. I also haven't seen the Harvard Business Review that would be very relevant for the MBA program. I would also recommend for the library to evaluate its resources. They should find out which databases the students mostly use and those they rarely use. I propose that from this evaluation, the library should redirect its resources to what is relevant to the research needs of students. They can stop subscribing to databases or journals that students do not use.
SP9	And there should be a notification that is sent to the students via email and also available on the library webpage that informs them of new content and other library services, something like an automated circulation and control program. There should be suggestions that direct students to get what they want or to help them when they are lost, just as those present on other websites. For example, Google will always give you suggestions that enrich your research experience. It would be a lot of students would be able to take the library with them wherever they go. This means that the library should be easily accessible when one is away from campus. The library should consider the internet issue so that the webpage can be accessible when we are not on campus. The library should widen its scope of content and update its sources to meet the information needs of the students. The information literacy training should not stop. Information sources keep on changing and knowledge increases. The students should not be left behind. At least have a structured program for information literacy training.

Rating of Library Services Offered through the Website		
On a scale of 1-5, how would you rate the library services accessible through the webpage? (1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Excellent)		
Participant #	Rating	Reason for the Rating
SP1	4	The rating is based on the quantity and quality of the resources that I get. I hardly miss getting the required resources that I am looking for from the library webpage.
SP2	5	I have no other website to compare it to. I access research information through our library. I think my rating may be different once I have an experience with other library web pages. But for now, I'll give the library a 5.
SP3	5	The library is excellent. The services are reliable. Once you have proper connectivity you don't struggle to get the information you are looking for.
SP4	3	The services are fair. As I had said earlier, sometimes it gets difficult to access library services through the library webpage. But when you get the tutorial and follow the steps you get what you want. You know sometimes we forget the tutorials. But the library has a lot of resources that are very relevant.
SP5	5	I think my explanation can support my rating. Why do I say 5? It is because whatever I look for, I get it. The library is easily accessible even through my phone.
SP6	5	Before I first joined this university for studies, I visited it in person. I was pleased by the faculty and staff that I interacted with. I was even impressed with the library. That's when I developed an interest in studying at this institution. The people in this university are always ready to serve. Even for the digital library. There is no single moment that I have failed to access the services. It is fast; you won't have to wait when you don't have internet interruption.
SP7	5	The materials are well arranged. If you face any problems, you get help quickly. Any changes in the webpage are communicated by the library well in advance. I like the experience of how the library communicates the availability of new material and the quality of the materials provided by the library.
SP8	4	I think the library has done a lot actually to develop the digital library. I haven't checked around to see if other libraries do that. It is commendable that the books on the shelves are also accessible online in the digital library.
SP9	4	The library has much room for improvement. I think everything is okay a part from the few issues that I have mentioned like the internet challenge.

How does the academic library under study market its services through the website?	
How do you market your library services accessible through the website?	
LP1	Thanks to the pandemic, we shifted our service strategy to accommodate remote access to the library. Our students were accessing the library from home. Even us, we were teleworking. Now we are more online-based. We realized the importance of marketing thanks to the pandemic. As a result, we have embarked on developing a marketing plan. This plan should be a tool that we will use to improve our marketing activities for the library. So far, we have exposed our students to the library resources available through the webpage during the orientation program. We have also sent emails to our students, giving them instructions to access and use our databases.
LP2	We market our services through word of mouth, posters, fliers, and during the orientation of new students.
How do you evaluate if the website is effective for service delivery?	
LP1	The only way is to do a survey. This process is underway for students and faculty. We have recently trained students online on accessing library resources. As a result, we have had students making inquiries about accessing our online resources.
LP2	We evaluate the library services, not necessarily how they use the webpage in accessing the library services.

CURRICULUM VITAE

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Academic Qualification

Academic Qualification	Awarding Institution	Year of Award
B. Sc Information Sciences	Moi University, Kenya	2012

Work Experience

Institution	Position	Year
Adventist University of Africa	Assistant librarian	2022 -
Adventist University of Africa	Senior Library Assistant	2014 – 2021