ACCESS AND USE OF ELECTRONIC RESOURCES AT KENYA INVESTMENT AUTHORITY

BY

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A Thesis Submitted to the School of Information Sciences in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Science in Library and Information Studies in the Department of Library, Records Management and Information Studies

MOI UNIVERSITY
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OCTOBER, 2014
DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

To my late father Moses Sakwa and mother Dorothy Sakwa who inspired me to pursue education.

To my beloved husband, Evans and our great kids Victor, Collins and Alvin thanks for all your support, love and encouragement
ACKNOWLEDGEMENT

First and foremost, I am forever indebted and thankful to God for his blessings without which the whole would not have been possible.

A number of individuals played a large part in the realization of this work. My sincere gratitude goes to my supervisors, Prof. Japheth Otike and Dr. David Gichoya for their invaluable guidance and contribution towards the success of this work. Their interest in my work, commitment and constant encouragement gave me the stamina and morale to work harder.

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I wish to thank my employer Kenya Investment Authority for making it possible for me to pursue this Masters Programme.

While it may not be possible to mention the names of all those who contributed, in one way or another, to the success of this work, I register my sincere gratitude to all of them, and may God shower them with abundant blessings.

Last but not least, I thank the Almighty God for his guidance and grace that was sufficient throughout my study programme.
ABSTRACT

Libraries are now using internet based resources and services to satisfy the needs of their users. Kenya Investment Authority like any other investment agency in the world has made significant measures to ensure information on investments is available via computer-based technology. Despite these developments, these resources are not being fully utilized. The aim of the study was to investigate access and use of electronic resources by users at Kenya Investment Authority with a view of developing appropriate strategies to improve their use. Study objectives were to: establish the information resources and services at Kenya Investment Authority; establish the users of information services; find out the frequency of use of electronic resources by users; establish the purposes for using electronic resources; establish the extent to which the electronic information resources meet the needs of the users; identify the challenges encountered by users in accessing and using electronic resources and propose appropriate strategies to address the challenges identified. The study was informed by the Technology Acceptance Model (TAM), originally proposed by Davis in 1989. The study used qualitative research method. The interview schedule was the main data collection instrument, and was administered to 75 respondents. Data was thematically analyzed and presented using graphs and tables. The findings established that most respondents were aware of e-resources and that e-resources were of benefit them. It also established the challenges encountered while using the resources which included inadequate skills, inadequate awareness of e-resources, and bandwidth problems among others. Based on the findings, recommendations were made to provide training and skills on the use of e-resources; create awareness of the available resources, and increase the bandwidth to provide better access to retrieval of information; conduct user surveys to establish the usage of e-resources and introduce a feedback system to monitor proper usage of e-resources.
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<th>Abbreviation</th>
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<tr>
<td>AACR</td>
<td>Anglo-American Cataloguing Rules</td>
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<td>CD-ROM</td>
<td>Compact Disc Read only Memory</td>
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<tr>
<td>CDS/ISIS</td>
<td>Computerized Documentation System/Integrated Set of Information systems</td>
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<td>CD-ROM</td>
<td>Compact Disc Read Only Memory</td>
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<td>DVD-ROM</td>
<td>Digital Video Disc Read Only Memory</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IPC</td>
<td>Investment Promotion Centre</td>
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<td>KenInvest</td>
<td>Kenya Investment Authority</td>
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<td>OPAC</td>
<td>Online Public Access Catalogue</td>
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<td>TAM</td>
<td>Technology Acceptance Model</td>
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<td>TRA</td>
<td>Theory of Reasoned Action</td>
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<td>WAN</td>
<td>Wide Area Network</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background Information

In today’s rapid changing world, information needs of learners and knowledge seekers are met through an abundance of sources. The digital resources available in a library play a prominent role in facilitating access to required information to the users in an easy and expeditious manner. The last two decades, have come with vast amount of electronic information available in libraries and the diversity of tools to locate and access this information have increased tremendously. The increase in the amount of information available and the improvement in its accessibility have had a huge impact on users’ information behaviour.

Information professionals have long sought to comprehend what factors are relevant in encouraging a person to seek out information. More recently, a particular focus of inquiry has been on those factors that play a role in deciding to use the library’s electronic resources to seek information as opposed to just surfing the Internet. These inquiries assume an even greater importance in light of the fact that more people are using the Internet to find information they need, information that is unmediated by the library (Kibirge, 2000).

Palmer (2009) asserts that technological changes have also impacted on the skills that librarians have and also on the services which are offered by the different libraries. These
libraries, especially academic libraries have to spend a large part of their budget investing in these resources. Within the new electronic environment the library user or researcher can access the information that he needs from the desktop and at home, work or where he/her chooses. The web-based information is no doubt extremely important and has given users the facility to access information. As Mayo (2004) points out, there can be no doubt that the worldwide web is so powerful and accessible in that it gives the readers 24/7 access and is available from the comfort of the place of one’s choice. These resources are available in many formats and services, such as: electronic databases, electronic journals, online catalogues, online books, tutorials and reference services.

In order to utilize the growing range of electronic resources, users must acquire and practice the skills necessary to exploit them. These skills include knowledge and the instructions which must be input into the computer by the searcher, as well as an understanding of the ways in which the instructions are linked with one another. Brophy (1993) states users do not often appreciate the skills required to search these sources, stating they are deceptively easy to use. The ability to find and retrieve information effectively is a transferable skill useful for future life as well as enabling the positive and successful use of the electronic resources.

1.2 **Kenya Investment Authority (KenInvest)**

As part of the Government’s determined efforts to enhance private investments in the country, the Investment Promotion Centre (IPC) was established in 1986 under the Act of
Parliament charged with the mandate to promoting both foreign inward investments and domestic investments. The Investment Promotion Centre was then transformed into Kenya Investment Authority through Investment Promotion Act Number 6 of 2004 to streamline Investment Promotion and facilitation was to ease the problems associated with establishing new investments in Kenya through the reduction of bureaucratic red tape experienced by new investors in Kenya.

The Kenya Investment Authority was set up with the mandate to perform such tasks as:

- Provide services local and international investors and potential investors by:
  - Issuing Investment Certificate
  - Assisting in obtaining any necessary licenses and permits
  - Assisting in obtaining incentives or exemptions under the Income Tax Act, the Customs and Excise Act, the Value Added Tax Act, or other legislation
  - Providing information including on investment opportunities throughout Kenya; sources of business capital

- Review the investment environment and make recommendations to the Government and others, with respect to changes that would promote and facilitate investment, including changes to licensing requirements.

- Facilitate and manage investment sites, estates or lands together with associated facilities

- Market Kenya domestically and internationally
### 1.2.1 Investment Procedure

i. Registration of businesses by Registrar of Companies

ii. Registration at Kenya Investment Authority on a prescribed registration form (investment application form)

iii. Application for Investment Certificate

iv. Requirements for Investment Certificate
   - Local Investments \( \geq \) Ksh.1,000,000
   - Foreign Investments \( \geq \) US$ 100,000

v. Approval is given within 21 days from the date of application

vi. Upon approval, Investment Certificate is issued.

vii. Approvals exclude areas that affect security, health and environment.

viii. Investments in Banking and Insurance are approved by Central Bank of Kenya and Commission of Insurance respectively.

### 1.2.2 Resource Centre

The Resource Centre was set up in 1990 to assist with the objective of supporting the operations and activities of the authority through provision of data and information. The Resource Centre is responsible for gathering and disseminating up-to-date information, applicable to most business situations. Information provides the basis for improved effectiveness and efficiency in all aspects of management of any enterprise.

Specific types of information that are readily available at the Resource Centre relate to Kenya’s investment climate, investment opportunities, investment incentives, procedures
and finance, just to mention but a few. This information is found in a variety of publications, ranging from Government publications, Annual reports, CD-ROMs, company reports, profiles from international organizations to a wide range of text books. Press cuttings on current subjects related to investment issues and research findings form a major collection for the Resource Centre. The Resource Centre also maintains a computerised data-base (CDS/ISIS) which contains the collection of information materials but currently migrating to Koha. The Resource Centre is open for use to members of staff, members of the board, government officials, consultants performing research work for Kenya Investment Authority and investors who need to can make sound business decisions.

**Electronic Resources**

Kenya Investment Authority introduced a dial-up based Internet service through a commercial Internet service provider (NairobiNet) in 1997. The aim was to facilitate information delivery by providing direct access to electronic information resources via the Internet. As a result of this, Internet sites, World Wide Web products, online search services, Compact-Disc search services, etc., are being provided. Today there has been a tremendous improvement in the provision of these resources since the organization moved from dial up system. The electronic resources collection contains the following:

i. CD-ROM’s - The resource centre also hosts a collection of CD-ROMs containing information on investments and other related topics.
ii. IPA World – an electronic resource that provides daily news coverage of companies on the move internationally, focusing on cross-border business expansion, location and relocation

iii. Economist – online edition

iv. Intranet and Website – containing information on investment

v. E-books – various books on investment issues

vi. Library database on CDSISIS now migrating to Koha

vii. E-journals on investment

viii. Melt waters – an online subscription with investment matters.

**Services offered at the Resource Centre include:**

- References Service - the resource centre provides reference services by providing standard Reference Books such as Dictionaries, Encyclopedia and almanacs for reference purposes. In addition, the entire resource centre stocks local periodicals and newspapers. These are readily available to answer quick reference factual queries.

- User Education - This service targets investors for the ease of use of the resource centre. As soon as the new investors apply for the investment certificates they are immediately shown how to locate and retrieve materials from the library. They are introduced to retrieval tools such as the computerized catalogue on CDS/ISIS, and the use of reference tools such as encyclopedias.

- Current Awareness – this is to inform the investors about new acquisitions in the resource centre. The resource centre uses display shelf, e-mail alerts, circulating lists,
quarterly newsletters and the organizations website on newly published newsletter to draw attention to recent additions.

- Lending services to use the materials out of the resource centre. Users are allowed to use the resources for a period of one week. Users can borrow a maximum of two items at a time.
- Photocopying services to users in need of articles less than five pages.
- Internet services for users to access online information.

1.3 Statement of the Problem

Advances in computer applications during the past few decades have brought radical changes in the way information is gathered, stored, organized, accessed, retrieved and consumed. The application of computers in information processing has brought several products and services to the scene. The Internet and the Web are constantly influencing the development of new modes of scholarly communication; their potential for delivering goods is quite vast, as they overcome successfully the geographical limitations associated with the print media. Furthermore, the distribution time between product publication and its delivery has been drastically reduced. The Internet can be used for efficient retrieval and meeting information needs.

Kenya Investment Authority like any other investment agency in the world has made significant measures to ensure information on investments is available via the access of computer-based technology to ensure access and use of e-resources. The authority
subscribes to number of e-resources, some of them are free while others are paid for. They include electronic journals, e-books and investment databases. However, it has been observed that these resources are not being fully utilized and this became a cause of concern. On average less than 8 (eight) documents request forms are submitted in a month for articles in electronic resources (Library Statistics, January - December 2010). There was therefore need to investigate accessibility and use of electronic resources and identify the measures to be used to improve the use of these resources.

Bodomo A. et al (2003) asserts that reading in the 21st Century is no longer confined to print books. Electronic versions of many print materials have been made available on the World Wide Web. Some of the advantages of using electronic or digital materials include their relative accessibility and flexibility in terms of time and space. Electronic materials also allow the inclusion of multi-media elements like sound and video clips, which cannot be presented in print books. These and other factors have contributed to growing acquisition rates of e-books and e-journals in academic libraries around the world. Libraries and Information Centre’s have witnessed a great metamorphosis in recent years both in their collection development and in their service structure. Libraries are now linked to internet in growing numbers. Internet has transformed access to and delivery of a broad range of information. This has also brought about a range of electronic information products in use in libraries today. The expansion in the availability of electronic information in recent years has given access to a wealth of resources. Libraries are now using internet based resources and services to satisfy the needs of their users. Electronic resources in investment promotion
agencies are dedicated to empowering investors to acquire knowledge on the different aspects of investing, as well as becoming a spot which facilitates investors in conducting their research on investments. Kenya Investment Authority like any other investment agency in the world has made significant measures to ensure information on investments is available via the access of computer-based technology to ensure access and use of e-resources. However, it was observed that these resources were not being fully utilized and this became a cause of concern. The Resource Centre subscribes to a total of eight electronic information resource packages which include electronic journals, e-books and Investment databases, yet on average less than 8 (eight) documents request forms are submitted in a month for articles in electronic resources (Library Statistics, January - December 2010). There was therefore need to investigate accessibility and use of electronic resources and identify the measures to be used to improve the use of these resources.

1.4 Aim and Objective of the Study

The aim of the study was to investigate access and use of electronic resources by users at Kenya Investment Authority and develop appropriate strategies to improve their use.

The specific objectives of this study were:

1. To establish the electronic information resources and services available at Kenya Investment Authority;

2. To establish the users of information services at Kenya Investment Authority;

3. To find out the frequency of use of electronic resources by users;
4. To establish the purposes for using electronic resources at Kenya Investment Authority;

5. To establish the extent to which the electronic information resources meet the needs of the users;

6. To establish the challenges encountered by users in accessing and propose appropriate strategies to address the challenges identified in the study;

1.5 Research Questions

To achieve the above aim and objectives, the following research questions were used to guide the study.

1. What kind of electronic resources exist at Kenya Investment Authority?

2. How do users at Kenya Investment Authority perceive the electronic resources?

3. To what extent are they satisfied with their use?

4. How often do they use the resources and for what purpose?

5. What problems do they experience in using the electronic resources?

6. What should be done to improve the use of these resources?

1.6 Assumptions

An assumption had been made by the researcher that the use of electronic resources at Kenya Investment Authority is low yet a lot money has been invested in the subscribing to these resources. From the above assumption, the factors that are likely to cause the low use of the resources could be the following:
• Knowledge of use of the electronic resources which is a necessity for users at Kenya Investment Authority to effectively access and use of electronic resources.

• Difficulty in obtaining required information. This is mainly due to the navigation and searching difficulties.

• Issues associated with low bandwidth of internet sites which leads to spending a great amount of time to finding required information on the internet consequently making it difficult for them to access the electronic resources they require.

1.7 Significance of the Study

The following were the main significant reasons of the study;

1. It will give an understanding of the usage of electronic resources by users at the Kenya Investment Authority

2. The study will, amongst others attempt to identify which of the variables presented play a significant role in the use of electronic resources.

3. It will also identify problems associated with the use of electronic resources and as such, the result of the findings of this study will contribute to the body of knowledge on the use of electronic resources and assist in solving problems relating to the use of e-resources.

4. The study will also be beneficial to other investment promotion agencies institutions with information resource centres and will also help library administrators to plan and improve e-resource services to meet the changing needs of users.
5. The study will suggest ways which users can be encouraged to make use of electronic resources.

1.8 Scope and Limitations

Although Kenya Investment Authority has branches in other parts of the country, the study will be confined to the Nairobi branch office. Therefore, the extent to which the findings of this study meet the need of all other users is the limitation. However, the limitations notwithstanding, it is the researcher’s intention to come up with adequate findings on whose basis other researches will be extended in the future which hinge on the same area of study. It is also expected that the findings will apply to other branches since they may have similar characteristics.

1.9 Definition of Terms

An "electronic resource" is any work encoded and made available for access through the use of a computer. It includes both online data and electronic data in physical formats (e.g., CD-ROM). To avoid confusion with these terms as used in the copyright process, online will refer to intangible works; physical to a tangible work.

A number of sources including online databases, CD-ROMs, OPACs, and Internet, whereby information can be delivered through a network from the most appropriate source to the users. Electronic resources enable users to access information anywhere anytime.
Digital Literacy  Glister (1997) defines digital literacy as, "a set of skills to access the Internet; find, manage and edit digital information; join in communications; and otherwise engage with an online information and communication network. In simple terms, digital literacy is the ability to properly use and evaluate digital resources, tools and services and apply it to their lifelong learning process."

Foreign investor - according to the Investment Promotion Act a foreign investor is a natural person who is not a citizen of Kenya; a partnership in which the controlling interest is owned by a person or persons who are not citizens of Kenya; or a company or other body corporate incorporated under the laws of a country other than Kenya;

The wikipedia defines an Investor as ‘any party that makes an investment. The term has taken on a specific meaning in finance to describe the particular types of people and companies that regularly purchase equity or debt securities for financial gain in exchange for funding an expanding company’.

Information Seeking Behavior is the purposive seeking for information as a consequence of a need to satisfy some goal. In the course of seeking, the individual may interact with manual information systems (such as a newspaper or a library), or with computer- based systems (such as the World Wide Web).

Information literacy is rooted in the concepts of library instruction and bibliographic instruction. It is the ability "to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association Presidential Committee on Information Literacy, 1989).
Local investor according to the Investment Promotion Act no. 6 of 2004 means a natural person who is a citizen of Kenya; a partnership in which the partnership controlling interest in owned by a person who is a citizen of Kenya; a company incorporated under the laws of Kenya, in which the majority of shares are held by a person who is a citizen of Kenya; or a trust or trust corporation established under the law of Kenya, in which the majority of trustees and beneficiaries are citizens of Kenya.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides the conceptual foundation of the study and a review of literature. Although some of the literature is fairly old, it still remains relevant to the study. It includes other empirical studies related to the use of electronic resources. The scope of this literature review was extracted from books, journal articles, conference papers, theses and dissertations, and the web in both print-based and electronic media on the subject. The review focused on the following;

- Electronic information resources
- Benefits of e-resources
- Information Literacy
- Purpose of seeking Information
- Information seeking behavior

2.2 Theoretical Framework

According to Borgatti (1996), a theoretical framework is a collection of interrelated concepts. It is simply a structure of the idea or concept and how it is put together. Typically, a theoretical framework defines the kinds of variables that will be looked at. It guides a researcher to determine what things to measure, and what statistical relationships to look for.
Availability of electronic resources has transformed access to and delivery of a broad range of information. Electronic information resources are rich in content and are increasingly accessible over the internet. As electronic resources become more popular, there is a necessity to identify factors that can increase user acceptance of use of these resources.

This work was based on Technology Acceptance Model Davis of 1986. This is a model of digital library user acceptance based on technology acceptance model. In this study, the factors leading to user acceptance include terminology, screen design, navigation, relevance, system acceptability and visibility, and computer literacy.

2.2.1 Theory Underlying the Key Constructs in the Model

One of the well-known models related to technology acceptance and use is the technology acceptance model (TAM), originally proposed by Davis in 1986. TAM has proven to be a theoretical model in helping to explain and predict user behavior of information technology (Legris, Ingham, & Collerette, 2003). TAM is considered an influential extension of theory of reasoned action (TRA), according to Ajzen and Fishbein (1980). Davis (1989) and Davis, Bagozzi, and Warshaw (1989) proposed TAM to explain why a user accepts or rejects information technology by adapting TRA. TAM provides a basis with which one traces how external variables influence belief, attitude, and intention to use.
Two cognitive beliefs are posited by TAM: perceived usefulness and perceived ease of use. According to TAM, one’s actual use of a technology system is influenced directly or indirectly by the user’s behavioral intentions, attitude, perceived usefulness of the system, and perceived ease of the system. TAM also proposes that external factors affect intention and actual use through mediated effects on perceived usefulness and perceived ease of use. Figure 1 depicts the original TAM (Davis, 1989).

Davis developed the Technology Acceptance Model (TAM) to provide a means for predicting acceptance and discretionary use of information systems and technologies (Davis, 1989; Davis et al., 1989). TAM is based upon Fishbein and Ajzen’s theory of reasoned action (TRA), which theorizes that a person’s attitudes toward a particular behavior are determined by his or her beliefs (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). TAM incorporates beliefs specific to technology adoption and generalizes to different computer systems and user populations (Davis, 1989; Davis et al., 1989). It is a widely cited and validated approach for predicting user acceptance of information systems, and has produced consistently reliable research results over time (Legris et al., 2003; Venkatesh & Davis, 1996). The model allows researchers not to only predict, but also explain why a particular system may or may not be acceptable to users (Davis et al., 1989). It is important to note that TAM is useful in determining pre-implementation attitudes toward information systems in environments where system use is discretionary, rather than mandated.
TAM hypothesizes that two beliefs, perceived usefulness and perceived ease of use, are the primary determinants of user acceptance. Perceived usefulness is the degree to which an individual believes a new information system will improve his or her job performance. Perceived ease of use is the degree to which an individual believes a system will be effortless and easy to use. TAM suggests that external variables indirectly determine an individual’s attitude toward technology acceptance by influencing perceived usefulness and perceived ease of use (Davis, 1989; Davis et al., 1989).

External variables might include individual user attributes or those relating to their job tasks. Other external influences may relate to the system development and implementation process, system design characteristics or adequate training and user support. Political influences and those relating to the organizational environment may also affect an individual’s attitudes toward perceived usefulness and ease of use (Davis et al., 1989; Fishbein & Ajzen, 1975). Previous TAM research studies identify external variables which have a statistically significant influence on adoption attitudes.

2.2.2 The Technology Acceptance Model (TAM)

A model is a symbolic representation of a set of concepts, which is created to depict relationships. TAM is an adaptation of the Theory of Reasoned Action (TRA) to the field of IS. TAM posits that perceived usefulness and perceived ease of use determine an individual's intention to use a system with intention to use serving as a mediator of actual system use. Perceived usefulness is also seen as being directly impacted by perceived
ease of use. Researchers have simplified TAM by removing the attitude construct found in TRA from the current specification (Venkatesh et al., 2003). Attempts to extend TAM have generally taken one of three approaches: by introducing factors from related models, by introducing additional or alternative belief factors, and by examining antecedents and moderators of perceived usefulness and perceived ease of use (Wixom and Todd, 2005).

TRA and TAM, both of which have strong behavioural elements, assume that when someone forms an intention to act, that they will be free to act without limitation. In practice constraints such as limited ability, time, environmental or organisational limits, and unconscious habits will limit the freedom to act.

![Diagram of Technology Acceptance Model (TAM) (Davis, 1989)](image)

**Figure 1: Original Technology Acceptance Model (TAM) (Davis, 1989)**

### 2.2.3 Relevancy of the Model used in the Study

The decision to use this model was based on it being easy to apply and having a slight empirical advantage. The crucial point of the technology acceptance model is that adoption behavior is determined by the individual’s acceptance and is determined by the
perceived use and usefulness. Using electronic resources encompasses many complex systems working together, more specifically skills are necessary for the user to succeed in accessing the resources.

The ingredient for successful use of electronic resources may be user’s expertise in search functions. Users need to possess the knowledge of the topic being searched. The TAM model is relevant to this study because before an investor or any library user uses an electronic resource he/she must have accepted to use technology. The model applies to the everyday world of libraries and librarians in several ways. The theory of information seeking hold important implications for refining the practice of librarianship. Information scientists and researchers require a better understanding of why people resist using computers or electronic resources in order to devise practical methods for evaluating systems, predicting how users will respond to them and improving user acceptance.

2.3 Concept of Information

Information touches all human activity and is communicated in a multitude of ways, which includes speech, pictures, video, text, etc. Access to information is generally recognized as contributing significantly to the efficiency of any organization. Recent developments in computer, communication and networking technology have given new meaning to information retrieval systems. Information Revolution has brought about a transformation in the way in which people work and conduct business. The advent of the
Internet has transformed the concept of distance, and has made a wealth of business and investment data available at the click of a mouse.

It is readily agreed (e.g., Boreham 2008; Bradley 2004, 2006) that, especially compared with pre-Internet days, investors have an abundance of information at their fingertips—labelled “a cornucopia” by Kaplan (2008). The words *empowered* or *empowerment* are commonly used in relation to investors in recent times (e.g., Unger 2001). As long as they have access to the Internet, there is no limit to the amount of information they can obtain or to their level of access to information. According to Bradley (2004), these have been the criteria used by regulators to distinguish sophisticated from unsophisticated investors, although she questions their relevance in this age of the profusion of information.

For developing countries facing increased competition in attracting Foreign Direct Investment, the internet opens new opportunities to reach potential investors. Information is considered as an important resource that contributes towards the development of a nation. It provides the core for the development of knowledge, the basis for innovations, the resources for informed citizenry, and as a result, becomes a key commodity for the progress of a society. Acknowledging the significance of information in national development, Wasserman (1991, p. 38) noted that "it is not an accident that the developed nations are those in which information products and services have been brought into being and are widely exploited, first in conventional forms and later through computer intervention". Members of a society acquire the needed information from a variety of
sources. However, several of these sources are expensive, complex or difficult for individuals to acquire and use.

Uttor (1999) defined information as data value in planning, decision making and evaluation of any programme. He goes further to say that it is a data that have been subjected to some processing functions capable of answering user’s query be it recorded, summarized, or simply collected that would help decision making. It is well understood in terms of books, journals, magazines, public and private sector documents of all kinds, whether published for mass circulation or unpublished and restricted or confidential in nature, results of research efforts which are made available to colleagues in form of reports, books articles and non-printed materials. From all these definitions, it is apparent that information is crucial to man’s survival.

Information is plays a significant role in investors’ decision making. A lot of countries, especially emerging economies, heavily depend on foreign direct investments and local investments as vehicles and catalysts for economic development. Investors on the other hand are considered to be very important people in contribution towards the development of a nation.

The level of importance that the governments of some of these countries place on this effort is evident in the amount of resources spent on organizing investment events and making foreign trips to court investors both locally and internationally. Potential and existing investors heavily depend on having timely access to dependable, reliable,
comprehensive and accurate information on investment opportunities that allows them to make sound investment decisions.

According to the ‘United Nations Conferences Trade and Development (UNCTAD) Brief: Linking economies’ (2006) Investors usually have several options, but need to know the rules of the game in the countries they are considering, before deciding on the best location to invest. Most important is finding out how to create a company or buy an existing one, how to obtain a business license, the costs involved, the forms required and the names of the persons to contact. In some cases, where they do not get the information they spend so much time and money collecting this information that when they finally identify a location they are put off at the thought of future dealings with the country’s bureaucracy.

In the process of trying to establish a business, would be investors look at a number of factors. They consider these factors as essential inputs for their businesses. The most common factor is capital in form of cash, equipment, and other items which are necessary for manufacturing or processing they wish to manufacture or for delivering the services they wish to provide. Another essential element that investors look for is labour inform of skilled manpower and unskilled persons to perform the required tasks required by the production process. With items in hand, entrepreneurs embark on their ventures. But many investors in Africa have discovered through some rather unpleasant experience, there are other factors which determine the success or failure of an enterprise, and the most important of these factors is information.
Information is crucial in any enterprise input, and the non-availability of information can be the source of endless problems in business and industry. Countries, which can offer practical and detailed information on their investment climate, rules, laws and opportunities, are at an advantage. Foreign and local investors will naturally consider them as their first option.

2.3.1 Information Literacy

Information age began with the invention of the printing press. We believe that information technology has had a major impact in society during the last few decades. We have moved into a “post-industrial society” – where the service sector dominates the economy Bell (1973) – and to an “informational society” Castells, (2000) – where “information generation, processing, and transmission become the fundamental source of productivity and power” Castells (2000). In this new era, information literacy has become a fundamental skill.

Information skills and literacy have been defined as,

"the process of acquiring knowledge of attitudes towards and skills in information, as a major determinant of the way in which people exploit reality, develop, live, work and communicate in an information society" Marais (1992)

The concept of information literacy and skills has been interpreted in various ways since the early seventies. Terms such as 'study skills', 'research skills' and 'library skills' tend to be used in the educational context. 'Lifelong learning' and 'creative thinking', imply preparation for the work environment and continued productivity. Lifelong learning,
however, also has the nuance of self empowerment and is not necessarily only associated with the world of work. 'IT literate' on the other hand in the information literacy context relates to those skills associated with the use of the electronic medium of information access and delivery.

The following definition encompasses the concepts above and leads to the goal of achieving a 'lifelong learner' i.e. someone who can educate themselves. It also extends previous definitions to encompass the gathering and use of primary data. Different contexts and situations as well as individual style will result in the choice of certain strategies.

Information literacy aims to develop both critical understanding and active participation. It enables people to interpret and make informed judgments as users of information sources; but it also enables them to become producers of information in their own right, and thereby to become more powerful participants in society. Information literacy is about developing people’s critical and creative abilities. Digital media – and particularly the Internet – significantly increase the potential for active participation; but they also create an environment of bewildering choices.

The importance of the concept of information literacy has been recognized by several researchers and different definitions of information literacy in various contexts have been put forward. The first definition of information literacy, to the best of our knowledge, came from the American Library Association (ALA): the ability to recognize when
information is needed as well as the ability to locate, evaluate and effectively use it. Carpenter (1989) as cited in Plotnick (1999). Doyle (1992) emphasizes diversity in the origin of information and defines information literacy as the ability to access, evaluate and use information from a variety of sources.

From an educational perspective, Bruce (2003) defines information literacy as “the ability to access, evaluate, organise and use information in order to learn, problem-solve, make decisions in formal and informal learning contexts, at work, at home and in educational settings” (p. 4). Lenox and Walker (1993) provide guidelines for preparing information literate citizens.

They recommend that teachers should shift their focus from product to process, recognise and accommodate diverse styles of acquiring information, and integrate information seeking into a learner-based curriculum that helps students to understand information as a commodity and the issues surrounding access. Similarly, Ralph (1999) as cited in Bruce (2003) considers information literacy as a “key to lifelong learning”, which includes computer literacy, information technology literacy, library skills, information skills and learning to learn.

The concept of information literacy has been compared with other types of literacy. For instance, Stern (2002) proposes a literacy spectrum: alphabetic literacy (i.e., being able to write), functional literacy (i.e., being able to read and write), social literacy (i.e., being able to communicate in a cultural context), information literacy (i.e., being able to locate,
critically evaluate and use information) and digital information literacy (i.e., being able to apply information literacy in the digital environment). Warschauer (2004) recognizes information literacy as part of the electronic literacy spectrum, which includes computer literacy – the ability to operate a computer.

As information is increasingly codified in digital forms, new skills are needed to operate the technology to search for, organize, manage information and use it to solve problems and create new knowledge and cultural products. Since the Internet is a common information and communication tool, information literacy is often understood as digital literacy. Computer literacy is an essential component of information literacy, media education forms another important part of information literacy, but there are differences between computer literacy, media education and information literacy.

2.3.2 Electronic Information Skill

In order to utilize the growing range of electronic resources, users must acquire and practice the skills necessary to exploit them. The skill in this case can be referred to as digital literacy. Glister (1997) defines digital literacy as, "a set of skills to access the Internet; find, manage and edit digital information; join in communications; and otherwise engage with an online information and communication network. In simple terms, digital literacy is the ability to properly use and evaluate digital resources, tools and services and apply it to their lifelong learning process."
The New Media Consortium (2005) states that digital literacy, "includes the ability to understand the power of images and sounds, to recognize and use that power, to manipulate and transform digital media, to distribute them pervasively and to easily adopt them to new forms." The most essential aspect of digital literacy is the ability to make informed judgments about what is found online, for unlike conventional media, much digital information is unfiltered by editors and open to the contribution of all. Dutton (1990) suggests, the skills required to maximize the potential of electronic resources are much greater than those required for searching printed sources.

Digitally literate people are able to:

- Determine the extent of digital information needed;
- Access the needed digital information effectively and efficiently;
- Evaluate digital information sources and services critically;
- Incorporate selected digital information into one's knowledge base;
- Use of digital information effectively to accomplish a specific purpose; and
- Understand the economic, legal, and social issues surrounding the use of digital information access and use of this information ethically and legally.

Digital Information Literacy is a major component of information literacy. It helps users cope with information from a variety of electronic formats and provides techniques and methods of collecting digital resources. It creates awareness of issues like copyright and intellectual property rights in an electronic environment.
Gilster’s (1997) conceptualization of digital literacy is one of the various forms of new literacies that have emerged under the impact of new communication tools. The concept is defined as 'the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers' (Gilster 1997:33). This characterization may be compared with works within the framework of critical literacy, since they have also recognized the multiplicity of skills involved in information processing.

Information and skills are indispensable concepts in the characterization of literacy in a knowledge-based society. Digital literacy is concerned with ‘the ability to understand information’, and to evaluate and integrate information in multiple formats that the computer can deliver’ (Gilster, in Pool 1997). The emergence of e-book technology and its related reading practices would be a good manifestation of digital literacy. The increasing availability of this technology has attracted the attention of many university libraries for at least two reasons: (i) electronic materials are convenient in the sense that students can have remote access to these materials; and (ii) e-books can save space.

The experience of reading a book published online, however, differs quite dramatically from reading a print book (Lewenstein 2000). The skills involved are certainly more complex. As Gilster (1997) acknowledges, ‘[w]e read books but we browse the web’. Interaction between the ‘reader’ and the e-book is no longer static. The reader has become more ‘active’ in the process of reading by clicking and browsing through web pages and hyperlinks
2.3.3 Information Seeking Behaviour

Information seeking behaviour is a broad term, which involves a set of actions that an individual takes to express information needs, seek information, evaluate and select information, and finally use this information to satisfy his/her information needs. Information seeking behaviour involves personal reasons for seeking information, the kinds of information which are being sought, and the ways and sources with which needed information is being sought (Leckie, Pettigrew & Sylvain, 1996).

According to Wiberley and Jones (1989), information seeking is a basic activity in which all people participate, manifest through particular behaviors. It is of most interest to librarians in the areas of collection development, services, and organizational structures. Information seeking behavior is expressed in various forms, from reading printed material to research and experimentation. Ellis (2003) defines “Information-seeking behaviour” as: “The complex patterns of actions and interactions that people engage in when seeking information of whatever kind for whatever purpose”

Information seeking behavior refers to the way people search for and utilize information (Fairer–Wessels, 1990:361). This can also be described as an individual’s way and manner of gathering and sourcing for information for personal use, knowledge updating and development. Information seeking behavior is the purposive seeking for information as a consequence of a need to satisfy some goal.
In the course of seeking, the individual may interact with manual information systems such as a newspaper or a library, or with computer-based systems such as the World Wide Web. It involves a set of actions that an individual takes to express;

- information needs,
- seek information,
- evaluate and select information, and;
- use this information to satisfy his/her information needs.

When people engage in information seeking behavior, it’s usually because they are hoping to resolve some problem, or achieve some goal, for which their current state of knowledge is inadequate. This suggests that they don’t really know what might be useful for them, and therefore may not be able to specify the salient characteristics of potentially useful information objects Belkin (2000).

Various factors may determine the information seeking behaviour of an individual or a group of individuals. It is, therefore, desirable to understand the purpose for which information is required, the environment in which the user operates users’ skills in identifying the needed information, channels and sources preferred for acquiring information, and barriers to information. Adequate knowledge of the information needs of users is imperative for libraries in re-orienting their collections, services and activities to synchronize them with the information seeking behaviour of their patrons. Bandara (1993) noted that ‘if the library is to provide any meaningful information service, the user [information seeking] habits should be taken into consideration’.
According to Cheng and Shaw (1999) Information seeking is an important activity in our daily lives. We look for information for different purposes, in many situations; we develop a variety of behaviors to encounter, seek, comprehend and use information. Approaches to information occur in different situations and in response to a wide array of needs, wants and desires. Not surprisingly, information seeking has been the subject of much research in library and information science, in addition to fields as diverse as business, public administration, market research, management, consumer research, medical informatics, health sciences, communication and psychology of personality.

Cheuk (1999) comments that ‘However, we still know little about how and why people exhibit different information seeking behavior at different times no matter as an individual or as a group. A review into the literature has provided clues to this problem. The first problem noted is that many of the research studies have not yet fully acknowledged information seeking as a “dynamic process”, for example they have not taken into account the continuous change in time-space in the process of information seeking. Thus, researchers have been placing emphasis in identifying factors which are assumed to have constant effect on information seeking behavior for people-as-a-group for example students, engineers, artists at all time-space throughout their information seeking process. This problem has been noted, as many other user studies have shown that even among a group of students, each student could choose different ways to gather information to complete their assignments. Also, even for a same person, he/she can choose to search information or judge information relevance in different ways at two different times, given that he/she has to complete similar tasks.
2.3.4 Purpose for Seeking Information on Investment

Ndubu (1996) observed that in the process of trying to establish a business, would be investors look at a number of factors. They consider these factors as essential inputs for their businesses. The most common factor is capital in form of cash, equipment, and other items which are necessary for manufacturing, processing or delivering services. Another essential element that investors look for is information on manpower. That is, both skilled and unskilled persons to perform the required tasks required by the production process.

Information is crucial input in any enterprise input, and the non-availability of information can be the source of endless problems in business and industry. Countries, which can offer practical and detailed information on their investment climate, rules, laws and opportunities, are at an advantage. Foreign and local investors will naturally consider them as their first option. The ‘Multilateral Investment Guarantee Agency’s (MIGA’s) Investment Promotion Agency Performance Review 2006’ points out that an important part of attracting investors is providing information about the economy and other features of the location that make it suitable for direct investment. Providing information to investors, therefore, is a key component of the mission of an Investment Promotion Agency (IPA). It is particularly important in developing economies, in which reliable, detailed, and up-to-date information that a prospective investor needs to make a sound assessment of possible locations may be hard or impossible to obtain from sources other than the IPA. Companies can sometimes find the information they require through various public and private sources, but its accuracy and timeliness is often questionable.
By providing reliable and relevant information, the IPA can minimize inaccuracies and present the location’s advantages in the best possible manner.

Tibar (2002) observes that in order to maintain present or enter a new market, investors have to be well informed of the legislation of target market. In the organization of production processes and construction of products investors need information on standards and norms as well as legal acts which govern the field of health & safety. For example investors dealing with products for export need to know that Western countries must meet the requirements of the European Union norms. Likewise it is necessary to know the export conditions for example customs tariffs.

Information on external political and economic environment is crucial to foreign investors in order to make right decisions. Changes in economy or politics may in their turn bring about changes on markets and in the legislation. This information is necessary for keeping one's market share or expanding it. Human resource is evaluated according to its competency for example existing knowledge and skills or development. This is crucial to investors because it enables them to know about the availability of human resource and whether they need expatriates in setting up their businesses.

Technological information is necessary for the development of products and materials and innovation of manufacturing technology. Specialists need information on material processing technologies and effective and environment-friendly production methods. Patent information is needed in product development and technological innovations.
2.4 Electronic Information Resources

In the light of the successive changes in the field of information technology, and in the dispersal of information sources, as well as diversity and changes in users' expectations, libraries have been obliged to adjust their strategies and functions to take these changes into account. Electronic information sources have become part of library collections. In view of the multiplicity of forms and sources, providers, and the methods of providing these resources to patrons of the library, in addition to the emergence of new tools and techniques for organizing.

and delivery to clients, many modifications and innovations have had to be carried out. Libraries build their collections of electronic resources in an attempt to give their communities rapid access to them. However, finding ways to manage and deliver the library's collection of electronic resources has become a major challenge to libraries and also to librarians. Breeding (2004) states that: "One of the key jobs of the library is delivering access to electronic resources. As the library increases its investments in electronic information—usually at the expense of print materials—it's vital to provide convenient ways for users to find the information they need within those resources" (Breeding, M. 2004). Normally, libraries play crucial a role in delivering information resources to their users, through providing multiples channels for finding resources, such as catalogues, indexes, abstracts, and so on.
The use of electronic information sources enables users to effectively and efficiently access digital information to assist with investigating issues, solving problems, making decisions, product and creative solutions to support learning, develop new understanding in areas of their interest. With the use of electronic sources users have access to up-to-date information on various subjects and also assist in developing new thinking and learning skills. Corroborating this assertion Chisenga (1997) maintained that internet gives the faculty members a wide range of opportunities, in the creation, processing, transmission and dissemination of information. Oduwole and Akpati (2003) identified the available electronic resource that are commonly used in Nigerian Universities which includes CD-ROM databases, electronic mail, online public catalogue (OPAC), and Web resources.

Today, libraries are providing electronic access to a wide variety of resources, including indexes, full-text articles and complete journals. Electronic journals offer a solution to some of the problems facing the management of the academic journals, they are space saving, they enhance speed of communication, provide powerful searching tools, can provide immediate access to your desk and they can provide facilities such as integrated text, hypertext links and multi-media that the printed journal cannot offer (Sweeney, 1997).

According to Wood (2000) our society's digital revolution has transformed the traditional quiet world of libraries. Open to debate is the exact form and role we can expect for academic libraries in the beginning of the new millennium. Dramatic changes are in the
offing for libraries as a result of the digital revolution, such as: changes in the form of the library, changes in the relationship between an Institution's Library and its Information Technology Division, changes in the way collections are acquired, organized, stored, and delivered and changes in the design of library buildings and facilities and in participation by libraries in Consortia (Marcum, 2002).

2.4.1 Electronic Resources Available on Investment

The range of types of information available on investment has been discussed by various writers (e.g., Bradley 2004, 2006) with some aiming to provide guides for investors (e.g., Kinsky 2007). Bradley is from the field of law and is particularly interested in information sources in relation to questions of regulation. For example, she examined sources from a number of different perspectives, including immediacy. Starting with print information sources (e.g., books, magazines, investment newsletters, finance sections of daily newspapers), she pointed out their lack of immediacy and the disadvantage to investors who rely on these sources. Radio and television provide some investment information and analysis, but it is the Web or electronic resources that are so prolific and immediate.

The Internet

There are various definitions for internet-based electronic resources (Tonta, 1996). For the purpose of this study, the term Internet-based electronic resources or e-resources was broadly defined to include sources that are available via Web browsers, FTP, gopher, telnet, mailing lists, e-mail, or other network tools or protocols, such as the following: (1)
e-mail correspondence; (2) messages posted to mailing lists and newsgroups; (3) publications available via the Web, FTP or gopher, which could be self-publications, articles in electronic resources, newsletters or other electronic serials, working documents, technical papers, preprints, conference papers, books and so forth; (4) commercial electronic resources, for example, on-line database systems, and other sites that are reachable via the Internet with charges associated with their use; and (5) other electronic sources available from the Internet.

The advent of the Internet has transformed the concept of distance and has made a wealth of business and investment data available at the click of a mouse. As a result, many organizations are re-engineering the manner through which they conduct business at many levels, particularly in the area of marketing their services, and the use of information in their operations. The increased use of the Internet has particular implications for Investment Promotion Agencies.

For developing countries facing increased competition for foreign investment flows, this medium opens opportunities to reach potential investors and to close the “information gap” encountered. Today, it is standard practice for an IPA to operate a Web site providing online access to key investment information on their country or region, such as: an overview analysis of the business environment; recent inward investment trends; key economic data (e.g. GDP per capita, inflation); the investment regulatory regime and investor incentives; details of relevant commercial laws and regulations; analysis of high potential sectors and associated factor costs; descriptions of specific investment
opportunities; and details of the services the agency provides to potential investors. (Lozada, 2007).

The Internet is a helpful tool for governments and their agencies. It is used to disseminate information to a country's citizens and could be a valuable device to promote a country for tourism, and most recently, for investment opportunities. It is now a common practice for an Investment Promotion Agencies to run a website in which it portrays a first look into a country as an investment target. The most common information presented relates to the business environment, and it may include elements such as regulatory issues and incentives pertaining to investments, statistics concerning investment flows and economic indicators as well as particular sectors of importance (UNCTAD 2001). An Internet presence offers Investment Promotion Agencies the opportunity to improve the quality of the functions performed and to service investors in a timely manner.

**Website**

According to the United Nations ESCAP (2003), a website is one of the most important investment promotion tool for an Investment Promotion Agency. There are at least three major advantages of using the web site for investment promotion: 1) it can be accessed by anyone with an Internet connection, which means one does not have to meet everyone personally to disseminate promotional materials; 2) virtually all promotional tools can be contained on the web site; and 3) it is very cost effective compared to reproducing hard copies of all the promotional materials.
Via a website an Investment Promotion Agency is able to reach wider audiences year round and at any time of the day; it may be also a cost efficient gateway to access investors worldwide. Having a website offers investors a way to obtain easy customized service and remote access to database services. An IPA's website serves as a window into a country's economic and commercial prospects. Because of this, the website's content should reflect the role and functions of the IPA. Given the perspective that investors could most likely begin their research on the Internet for potentials sites where to invest, the presentation of the country on an IPA's website should play a crucial role.

A website intended to promote Foreign Direct Investment should include relevant investor information and most importantly must be effectively updated. Obviously, this communication process may be curtailed by economic considerations and by cultural variables from both the IPA's and the potential investors' point of view. That is, it could easily be assumed that some of the cultural characteristics of those designing and managing the website will find their way into the content and design of the site. By the same token, it seems fair to state that those accessing a website tend to read and evaluate its contents and design from their own cultural standpoint.

The web browser gives companies and individual access to the World Wide Web, they were originally designed to search the Web for specific sites and to retrieve information in the form of text, pictures, sound and animation, currently browsers include buttons for the users can use to call up their recall a default mail other designated application, they also include special applications called plug-ins that users can add on and allow the user
to perform other task like telephone conversations and play videos via Web. Most industries have Web sites that one can search through and get to know the kind of goods and services offered by a particular industry, in today’s industrial world an industry cannot afford to operate without a Web site.

**Investment Database**

An in-house electronic database is an effective support mechanism for investment promotion agencies in terms of keeping data and other information readily available for disseminating to investors, supporting the policy-making process, conducting research on investment issues, and producing promotional materials United Nations ESCAP (2003). The kinds of data to be included are a combination of quantitative data and qualitative data. Examples of the quantitative data are amounts of domestic and foreign investment in your territory, critical cost benchmarking data on your main competing locations, and global and regional data on trade, investment, and other business indicators. The database also stores various investment reports and promotional materials developed by the Investment Agency.

**E-mail**

The Internet is routinely used for transferring information from one computer to another, which is called point-to-point transfer. E-mail is used to send text messages and attached files from one computer to another, and numerous application allow users to type and launch messages to designated addresses.
E-mail has improved communication not only because it is fast, but because it is convenient. One can store e-mail messages to be read at a later time. There are two major types of e-mails. Post Office Protocol 3 e-mail, and the other is Web based E-mail. Post Office Protocol3 stored messages on e-mail and users must employ an e-mail application called e-mail client for example Outlook and Outlook Express. E-mail account owners can check their e-mail from anywhere in the world as long as they use an e-mail account and set up the same fields with the proper parameters, such s E-mail server address and login information. Most industries in Kenya exchange information through the mail, for efficiency the management communicates to the staff through the e-mail, this can be on the development of the industries, the financial position among other things.

**E-Publications**

Investment promotion agencies have a wide variety of promotional materials used to attract investors ranging from investors’ newsletters, sector profiles and project opportunities to cost benchmarks and investor testimonials. Most of these materials are in print, electronic, video or CD-ROM formats.

The **Investment Gateway** is an online information system designed as a catalyst for sector-specific interaction, fostering strategic alliances and investment. It provides market regulators with a mechanism for implementing e-administration techniques and simplifying the domestic legal framework dealing with investment.
Investment Promotion Agency (IPA) World is an electronic resource that provides daily news coverage of companies on the move internationally, focusing on cross-border business expansion, location, and relocation.

Foreign Direct Investment (FDI) Intelligence is an online database tracking cross-border greenfield investment covering all sectors and countries worldwide. It provides real-time monitoring of investment projects, capital investment, and job creation with powerful tools to track and profile companies investing overseas.

2.4.2 Benefits of Electronic Resources

Today's users have their information needs met via a number of options. They need not come physically to the library to use print formats but can stay at home or the office and access online library resources and services via networks or authentication methods at any time. Electronic resources have exploded in popularity and use. They can and do enable innovation in teaching, and they increase timeliness in research as well as increase discovery and creation of new fields of inquiry.

Dadzie (2007) writes that electronic resources are invaluable research tools that complement the print-based resources in a traditional library setting. Their advantages, according to her, include: access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources related to the contents. This rapid emergence and development of electronic information technologies, therefore, makes it possible to
envision radically different ways of organizing the collections and services the library has traditionally provided. While libraries approach a crisis point in financing collection development, these new technologies offer possible ways to mitigate costs and revolutionize ways to access information. These e-resources advantages have been categorically pointed out by various authors as highlighted below;

**Up-to-date Information**

Renwick (2005) asserts that e-resources provide update information and this enables library users to keep up to date in their fields. Users often prefer increased access to databases of online-refereed journals and to the Web—which provides information that is up to the minute, international in scope, and sometimes not available elsewhere because they see these resources as easier to access and search.

**Accessibility**

Electronic resources are accessible to all users regardless of geographic location. Anyone in the world with services and the proper computer software and browser services can access online resources. This accessibility leads to a more diverse audience throughout the world as well as a readership that may include not only academics, but students and lay people. The electronic medium allows for translation of articles into other languages using software.

Due to the universal accessibility of electronic resources (with the proper equipment and services), they can be used regardless of location. The reader is not required to be in a
library in a specific place where the specific resource is located. In addition, the reader does not have to possess or read the entire resource or article.

**Multimedia Capability**

Electronic resources can provide animation, virtual reality, interactive three-dimensional display, forward references, linked comments and replies, and navigational aids such as internal hyperlinks between the text and corresponding tables, figures, and bibliographic references Holoviak & Seilter (1999). At the present time, multimedia capabilities are often limited by the user's equipment and services.

**Internal and External Links**

The facilities such as the integrated text, hypertext links, are offered by the electronic journals. Holovak & Settler (1997) argue that navigational aids such as internal hyperlinks between a mention in text and the corresponding figure, table, or equation, and from bibliographic citations in text to the reference listing at the end of the article, are value-added features of the electronic journals. According to Chan (1999) this is advantageous as printing and mailing processes are eliminated while authoring and publishing systems are integrated easily by computer readable text. Valuable time is saved through electronic transmission more especially in the review process. Boyce (1997) considers "the intrinsic value of the links [to be] nearly as great as the content itself".
Remote Access

Remote access is another benefit of e-resources. “Users need not come physically to the library to use print formats but can stay at home or the office and access online library resources and services via network or authentication methods at any time” (Renwick, 2005, p.21). According to Dadzie (2005), e-resources are convenient to use since users are able to access information from the library, internet cafe, offices or at times from the comfort of their own homes at any time of the day.

Timeliness

As Banwell et al (2004) stated, the main benefit of e-resources to users was perceived as accessibility and timeliness. E-Resources provide access to current information as these are often updated frequently. Users can access a particular article within minutes, or even seconds, rather than hours or days because of physical spatial constraints, provided equipment is available. Large collections of material can be searched and retrieved simultaneously and instantly.

2.4.3 Challenges

Skills

In order to make use of growing range of e-resources, library users must acquire and practice the necessary skills (Okello-Obura, 2008). These skills include knowledge of structure of database, the instructions that the searcher enter into the computer, an understanding of the ways instructions are linked to one another. Skill learning is
essential in a technology driven environment but can enhance tremendously from use of innovative learning strategies (Lawson, 2005). Ray and Day (1996) suggested that the skills required to access maximum potential of e-resources are much greater than those required for searching printed resources.

The reader must possess some basic computing and networking skills in order to take advantage of electronic resources. Basic computer skills are needed, in addition to the ability to navigate the World Wide Web. In order to get the most out of the potential benefits of online resources, the reader should be able to create personal electronic files of articles of interest. The ability to do this is one that the reader must have acquired prior to use of the electronic resources. Since the amount and helpfulness of instructions for specific resources varies widely, a novice computer user may find the experience of searching for and accessing online resources frustrating or impossible. Obviously someone without any computer experience will need help to use electronic resources.

**Inconvenience of Use**

Readers with computer expertise may also find the experience of accessing online resources frustrating. Network constraints and telecommunication problems abound. Electronic resources that include graphics and sound often are very slow to access. The lack of technical standardization sometimes results in the inability of the reader to access sites. It is not unusual to find the host site not accessible at the time the reader is trying to access it, and if the host site is not current, the e-resource is impossible to access.
**Dependency of Technology**

When access to information or materials depends on access to equipment, there will be problems for all individuals who cannot get to, or use, the necessary equipment. Similarly, for individuals to benefit from information in e-resources, they need to be able to know how to access them and be able to access them. There are also issues about what volume of information and teaching materials individuals can make use of. Effective information retrieval skills can be demonstrated by: the ability to evaluate various bibliographic search strategies; the ability to select and justify the appropriate search techniques in order to carry out independent research, and the ability to critically evaluate search results.

**User Friendliness**

User friendliness varies widely. Although many online resources contain excellent information, most of them are not user friendly leading to nonuse. The reader is required to scroll linearly through the article which may create boredom, eyestrain, or discomfort reading the screen. In addition, there are no standard patterns for presentation of information. People who are used to reading print resources may find lack of conventional presentation troublesome. Frequency of publication and length of articles are considerably different in various online resources. Bishop (1995) reported that the number of scholarly papers published per year in electronic resources ranged from one to twelve. User friendliness is also limited by lack of consistency and availability of current and accurate information for subscribing to and retrieving electronic resources (Bishop, 1995).
Lack of Resources

There are financial and time costs related to the use of electronic resources. The user must have a computer monitor, software, service provider and browser. The modem must be at least 56 k and the computer at least 485 or 68040 microcompressor (Doheny, 1999). Experienced computer and network users may also spend excessive amounts of time when accessing electronic resources. Although the ability to link to other sources can be quite beneficial, it is not unusual to spend far more time on the computer accessing interesting links. Time can also slip away responding to queries, talking on list serves, or joining chartrooms.

2.5 Conclusion

Understanding the actual needs of information users and taking steps to satisfy them is the first step towards effective service provision. This can best be achieved through formal in–depth studies. Librarians, especially those involved in user studies and bibliographic instruction should be interested in ways individuals approach the library and the methods they use to search for needed information. Librarians could re-design strategies intended to improve the provision of library services especially towards information skills development and information resource awareness. This will ensure maximum utilization of electronic resources.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methods employed in this research. It describes the process of gathering, analyzing and interpretation of data that was collected during the research process. The population, questionnaire construction and administration are some of the key topics discussed in this chapter. This study adopted a qualitative research approach. It also looks at the data collection tools that were used in the course of the research. Data collection tools were looked at in the light of why they were used, the problems and short comings. The advantages and disadvantages were briefly highlighted, in order to justify the selection of the most suitable method.

3.2 Research Design

Heppner et al (1992) describe a research design as a plan or structure for an investigation or a list of specifications and procedure for conducting and controlling a research project. In other words it can be described as a master plan which indicates the strategies for conducting research. A research design serves as a master plan of the methods and procedures that should be used to collect and analyze data needed by the decision maker. The research design is deliberately planned arrangement of conditions for the analysis and collection of data in a manner that aims to combine relevance to research purpose with the economy procedure. This method was preferred because it enabled the researcher to get a deeper understanding of the issues being investigated. It is an
approach that has enabled the research questions to be answered by providing a rich picture on access and use of e-electronic resources at Kenya Investment Authority. Other than that, qualitative research methods, according to Durrheim (in Terre Blanche, Durrheim and Painter, 2006:46), allow researchers to study selected issues in depth, openness and detail as they identify and attempt to understand the categories of information that emerge from the data.

A study by Flick (2006:11) confirms the view that qualitative research is of specific relevance to the study of social relations. The qualitative approach was used particularly for the reasons expressed by Shenton and Dixon (2003:1): that one can explore a particular phenomenon at length, typically through the collection and analysis of subjective data from a relatively small number of participants involved in the processes, circumstances or situations at the heart of the enquiry.

Merriam (1998, p.5) asserts that qualitative research is the umbrella concept covering several forms of enquiry that helps to understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible. Burns and Grove (1997) define a qualitative research as a formal, objective, systematic process to describe and test relationships and examine cause and effect interactions among variables.

According to Wiersma (1991, p.14), qualitative research is context – specific with the researchers’ role being one of inclusion in the situation. This approach of research is based on the notion of context sensitivity. There is also a belief in this approach that the
physical and social environment in a particular situation has got a bearing on the human behavior and interactions. In a qualitative research approach, the researcher works in a natural setting. Qualitative research is often designed at the time it is being done. It is anything but standard and non resistant to change in nature. This is a result of its “flexibility and emergent characteristics” (Van Maanen, 1998).

3.3 The Study Population and Sample

A population is defined as an entire group of persons or set of objects that the researcher wants to study. O’Sullivan (1995) has defined the concept clearly as “any group that is the subject of the research interest. The study population in this research comprised of investors, members of staff at Kenya Investment Authority and other library users. The population under this research comprised of 1,500 investors registered with the Kenya Investment Authority, 95 members of staff and 75 other library users. The total population of the study was 1,670 library users.

3.4 Population Sampling

Sampling is the process of selecting a portion of the population to represent the total population and the findings from the sample to represent the rest of the group. According to Saravannel (1991), a sample is composed of some fraction or part of the total number of elements or units in a defined population.
One goal of research is to describe the nature of population, a group of class of subjects, variables, concepts and phenomenon. In many situations however, an entire population cannot be examined due to time and resource constrains. The usual procedure in these instances is to take a sample from the population that is representative of the entire population. Sampling will be adopted in this study because the population studied is big. Through a small sample, the costs of undertaking the study will be reduced. The advantage of selecting a sample is that it is less costly and time saving collecting information from a large group of respondents. The selected sample will therefore, have similar characteristics to the population under study to allow generalization of the results of the population. In this study, the sample population size was 45 investors, 15 members of staff and 15 other library users. The sample population size of 75 participated in the study.

<table>
<thead>
<tr>
<th>Category No.</th>
<th>No</th>
<th>Involved in study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investors</td>
<td>1500</td>
<td>45</td>
</tr>
<tr>
<td>KenInvest staff</td>
<td>95</td>
<td>15</td>
</tr>
<tr>
<td>Other users</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,670</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>
3.4.1 Sampling Procedure

The study used purposive sampling. Purposive sampling is a method in which the researcher uses his/her own judgment in the selection of sample members. It is sometimes called a judgmental sample (Babbie, 1989). Purposive sampling can be defined as a method with a purpose, where you want to have access to a particular subset of people, and not just random people from the streets. It includes people of interest and excludes those that do not fulfill the conditions in mind.

Purposive sampling was chosen for this study because the researcher wanted to focus on a useful sample that would give in-depth information about the study. This method enabled the researcher to study a target group that was within Nairobi and therefore she was able to save on time and funds. Data was collected from investors whose attributes fell within the scope described in the study population of this research project.

The researcher, in identifying the population for sampling purposes, first took into consideration investors whose companies’ had an annual projected turnover of Kshs5 million and above. Within this group, the researcher based her research on those with companies that had over fifty employees and had invested for a period below five years. The geographical location of such companies was Nairobi because of a host of factors with the ease of applying the data gathering tools and minimising on costs being the overriding issues. Investors with companies that fell within this scope were selected to participate in the survey of this study. From a total of 1,500 investors 45 fitted in this category.
Random sampling on the other hand was used to select members of staff at Kenya Investment Authority. The researcher sampled every second member of staff that accessed e-resources at a scheduled time (10.00 a.m) until the desired sample of 15 was attained. Other resource centre users were selected randomly as they came to use the e-resources until the desired number of 15 was achieved.

3.5 Data collection Techniques

Data collection was done using qualitative method. The source of data collection was interview. The researcher interviewed different categories of respondents in the study.

3.5.1 Interview

An interview is an interactive forum involving two or more people engaged in a conversation initiated and coordinated by the interviewer so as to get information specific to a certain area. The reason why the researcher selected the interview method is because it is able to elicit detailed descriptions and in-depth information by discussing issues more openly with the respondents as opposed to questionnaires where the respondent answer questions alone.

Interviews are one of the most common methods for collecting data in qualitative research Byrne (2001) further adds that interviews allow participants to provide ample amount of time to voice their opinion and describe the events freely. Qualitative research
interview refers “an interchange of views between the two conversing about a theme of mutual interest” (Kvale, 1996).

The purpose of conducting interviews is to collect information from a single person through a systematic and structured format. Interviews enable the researcher to delve deep into a situation in a way that questionnaires are often unable to do. They allow a researcher to explore issues as they arise, whilst providing an initial framework for areas for discussion. They also facilitate an immediate response to a question, allow both parties to explore the meaning of the questions and answers and resolve any ambiguities and can provide a friendly emphasis to data collection (Gorman & Clayton, 1997, p. 124). Further, they encourage the participant to tell ‘the story’ in their own words. They can also return an element of power to the participant in that the participant can, to some extent, determine the direction and content of the interview.

Interview is the most frequent used method to collect primary data because it is easier to get accurate information and immediate feedback. Without the interviews, it would have been difficult to obtain important facts for this study. This is one of the ways to get clarification and explanation from the parties involved. It is the most productive fact-finding technique. It involves direct conversation with colleagues, users and management. It is a planned meeting during which an analyst obtains information from another person.

Grinnell (1993: 234) states that “respondents have been found to be more likely to answer research questions during face-to-face interviews than when responding to a
questionnaire”. Furthermore, the interview schedule will give both the researcher and respondents an opportunity to obtain clarification when necessary. This technique requires the analyst to be a good listener. In this study, the researcher visited selected companies and interviewed the selected sample, using structured interview schedules. Conducting interviews might be time consuming, resulting for finding the right respondent, availing time and actually making the respondent talk, yet the quality of data generate is rich and very valuable (Byrne, 2001). The interview style adopted in this dissertation is face-face interviews.

In order to minimize the effects of bias and false information of self-report data, some guidelines provided by Welman and Kruger (2001) were adopted for the process of data collection. They recommend that the researcher should dress in more or less the same way as participants. In relevance to this research project, they point out that there may be resistance if the interviewer arrives 'all dressed up' for an interview in a squatter camp. Affiliation with a particular social group or organization is not advised as this may adversely affect participants' responses. As aspects such as gender, race, physical appearance and background are factors out of the researcher's control, which do affect response; researchers should take care not to engender resistance against this (Vaz, 1997; Ware, 1992). When deciding on an interview method the researcher took into account the advantages and disadvantages of the mentioned below.
Merits

Interviews have a number of advantages when compared with other survey instruments such as questionnaires. Unlike questionnaires, interviews, when well conducted, provide in-depth data, and, because they allow both the respondents and the researcher to ask for clarification, increase the chance of obtaining valid information from the respondents (Cohen and Manion, 1997). Fraenkel and Wallen (1990) consider interviews as the most effective means of eliciting cooperation from respondents, as rapport can be established between the researcher and the interviewee. In this way it may be possible to get sensitive information that would not be easy to get otherwise (Gall et al., 1996). In addition to the above, other merits include:

1. Interviews are flexible method which allows the researcher to explore deeper meanings,
2. The researcher can clarify ambiguous or confusing questions.
3. The response rate for interviews is usually high;
4. They are useful to obtain detailed information about personal feelings, perceptions and opinions
5. They allow more detailed questions to be asked
6. Respondents' own words are recorded
7. Useful for gaining insight and context into a topic
8. Allows respondents to describe what is important to them
**Demerits**

Interviews have some potential disadvantages. Because of the face-to-face interaction the interviewer’s tone of voice or facial expressions may influence respondents’ answers so that they give the response they feel will be acceptable to the interviewer (Cohen and Manion, 1997). Interviews are also prone to “subjectivity and bias on the part of the interviewer” (Cohen and Manion, 1997, 300). For instance, interviewers may have the tendency to get answers to support their own preconceived views, or interviewers may interpret what the respondents say in a way which supports the interviewer’s preconceived ideas (Cohen and Manion, 1997; Opie, 2004). As a result, validity of answers from interviews relies on the skills of the interviewer. Furthermore, the presence of a tape-recorder may change the interview as respondents may be reluctant to express their feelings concerning sensitive issues if they know their responses are recorded (Gall et al., 1996). Despite all these limitations, interviews, if well done, provide detailed, in-depth information which cannot be found using other instrument like questionnaires.

There are different types of interviews; structured, semi-structured and unstructured interviews. According to Gall *et al.* (1996) and Opie (2004) structured interviews involve a series of fixed questions that do not allow the researcher to follow up on a question and obtain information of greater depth (Gall *et al.*, 1996). Semi-structured interviews involve a pre-existing set of questions, but allow the interviewer the flexibility to deviate and probe further if the need arises. In unstructured interviews there are few prepared questions, usually with no set order, and the interviewer will phrase questions during the interview according to the responses of the interviewee. The problem of unstructured
interviews is that they make it difficult for the researcher to focus the respondent on the issue, and as a result a lot of unusable data may be collected (Gall et al., 1996). Semi-structured interviews were used in this study because they allow for carefully prepared questions which ensure that all the areas of interest are covered, and nothing is left out. Furthermore, they allow the interviewer to deviate and probe further, and in this way more detailed information can be obtained as interviewee’s responses can be expanded (Gall et al., 1996; Opie, 2004). In addition to the above, other demerits include;

1. Interviews are time consuming and costly as the researcher has to travel to the respondents venue;
2. The respondent may give the information they think the researcher wants;
3. The respondents may give responses as specified by the researcher and not their own ideas.
4. It is not possible to establish whether the respondent is free
5. It is full of interruptions from telephone calls and visitors who would interrupt the interview
6. May seem intrusive to the respondent

### 3.5.2 Data collection Instruments

Data collection is a systematic process in which the researcher collects relevant data or information to achieve the research purpose and objectives. In this study, data was collected using structured interview schedules administered by the researcher.
3.6.3.1 Interview Schedules

Interview schedules are well structured lists of questions that will be asked during an interview, to ensure that interview goes well (Opie, 2004). The data gathering tool selected for this study was semi-structured interview schedule. Bless and Higson-Smith (1995:107) define a semi-structured interview schedule as a survey instrument used to interview respondents face-to-face. The interview schedule was constructed after an extensive literature review on how to design and conduct interviews, and what steps should be taken to improve on the rigour of the research. The researcher felt that this tool is more effective in obtaining a higher response rate.

3.6 Validity and Reliability of Research Instruments

Researchers use several strategies to check and enhance a study’s validity. According to Cohen and Manion (1994), inferences about validity are made too often on the basis of face validity, that is, whether the questions appear to measure what they claim to measure. Reliability on the other hand is the extent to which the findings can be replicated or reproduced by another inquirer, while objectivity is the extent to which findings are free from bias (Denzin & Lincoln, 1994).

In order to obtain significant interpretations of data, the reliability and validity of the measuring instruments needs to be ensured (Gay, Mills & Airasian 2006). The purpose of reliability and validity is to reduce errors and evaluate measures (Zikmund 2003). In addition, reliability and validity are concerned with how concrete measures, or indicators,
are developed for each construct (Dooley 1995; Neuman 2006). Reliability is not priced for its own sake, but as a precondition for validity, as unreliable measure cannot be valid (Lincoln & Guba, 1985). The researcher used both strategies in order to reduce bias and improve the reliability and validity of the data collected.

Validity

Validity can be defined as the degree to which a test measures what it is supposed to measure. There are three basic approaches to the validity of tests and measures as shown by Mason and Bramble (1989). These are content validity, construct validity, and criterion-related validity. During the interview the researcher did not interfere with the interview neither did she alter the truth or become bias.

Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The tendency toward consistency found in repeated measurements is referred to as reliability (Carmines & Zeller, 1979). To address reliability the researcher carried out a pilot study on a selected group of people to determine if the results will be in the same line with the research objectives. The reason was to find out if the interview schedule was well understood by the respondents.
3.7 Pilot Test

The term pilot study refers to a small-scale version of a full-scale study and specific pretesting of a particular research instrument including a questionnaire or interview schedule (Zikmund 2000). The purposes of the pilot study are to test and evaluate the questionnaire wording, sequencing, and layout, as well as testing and evaluating data collection and data analysis procedures. It can also help in gaining familiarity with respondents, estimating response rates, and estimating interview or questionnaire completion times (Veal 2005). In addition, the pilot test provides an advance opportunity for researchers to recheck the accuracy of data collection in order to minimize errors and weaknesses from improper survey design as well as to discover and reduce confusing interviewing instructions (Zikmund 2000).

All the measurements discussed above formed the survey questions in used in this study. In order to gauge the understanding level of respondents towards each relevant question, the interview schedule was tested before it was used on the target respondents. A pilot test was carried out on a sample group of 10 investors to get their understanding and feedbacks regarding the questions. Based on the pilot study, it appeared that the interview took approximately 25 minutes for each respondent. Only was question in the survey instrument was amended.
3.8 Data Analysis

Every research study must be carefully planned and performed according to specific guidelines. The researcher ensured processing of data was done before it was analyzed and possible corrections were made to eliminate unusable data, interpretation of ambiguous answers and verify contradictory data from related questions. Analysis of data in a research involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features. The goal of data analysis is to achieve a richly-articulated description, which furnishes a comprehensive understanding, and achieves an organized and coherent presentation of the phenomenon.

All this is done by counting how often some things appear in the data and comparing one measurement with the other. (Van Vuuren, 1991). Analysis and interpretation of data was done with the objectives and research questions already kept in mind. Data was qualitatively analyzed by coding. Codes serve to summarize, synthesize, and sort the findings. According to Neuman (1994:293), data analysis is a search for patterns in data. Once these patterns were found, they were tabulated by means of tables and percentages. Data acceptability was first verified and organized appropriately.

3.9 Ethical Considerations

Ethical considerations are important to research. Research ethics refers to rules of morally good conduct for researchers. According to Veal (2005), the primary purpose of ethical considerations in research is to protect interviewees from harm and undesirable consequences that might occur during and after the data collection process. Sekaran
(2000) is of the view that researchers should not misrepresent the nature of the study to respondents and should not force respondents to participate in any survey. According to Creswell (2003), “as researchers anticipate data collection, they need to respect the participants and site for research”. Some of the ethical issues that arise during research include:

1. Not subjecting participant to risk and respecting the right to voluntary participation so that individuals are not coerced.
2. Getting permission from authorities to study participants at a given site
3. Avoiding disturbing sites and leaving them undisturbed after research study
4. Giving due consideration to harmful information being disclosed during data collection

Whenever research is conducted with participants, it is important that certain ethical considerations are borne in mind (Bryman, 2001, pp. 484-485). One of the key issues is that of informed consent as this can cover other ethical issues such as anonymity and confidentiality. Informed consent provides the (potential) participant with information about the research which may be relevant to their decision about whether to participate. Such information might include the potential risks, benefits, alternatives and the nature and purpose of the procedure. Informed consent also ensures that the participant understands the information given (e.g. by providing information sheets written in a manner suitable for the subjects) and also ensures that participation is voluntary as the form will nearly always require written consent.
In this research, prior to the respondents voluntarily taking part in the study, a covering letter was presented to inform every respondent about all research aspects such as the research purpose, objectives, and procedures, as well as their right to terminate the interview at any time. At the time of interview, a consent form was presented to each participant, again with background information about the study, confidentiality of their opinions and the recording of the interview.

The respondents were assured of their anonymity. This meant that if they made negative comments, no one would know who had made the comments. This created an atmosphere of greater freedom for voicing their opinions. The anonymity and confidentiality of respondents was maintained, as there is no way in which participants may be physically identified. The respondents were not asked to provide their names or individual information which could have led to loss of privacy or compromised the security of the respondents. Before starting the interview, participants signed a statement of informed consent, which assured them that their identity will remain private.

The researchers should not misrepresent the nature of the study to respondents and should not force respondents to participate in any survey (Sekaran 2000). In this research, the respondents had an option to withdraw from the interview at any time, according to their wish. The integrity of a research relies on the way the participants were dealt with.
3.10 **Summary**

This chapter has outlined the methods and the techniques that were be used to investigate the access and use of electronic resources at the Kenya Investment Authority. The chapter has also discussed the research design, research instrument selected and also how data was analyzed.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to examine use of electronic resources at Kenya Investment Authority Resource Centre. The researcher designed an interview schedule to obtain the information necessary to answer the research questions. The instrument was administered directly to 75 resource centre users at Kenya Investment Authority. The researcher received 70 usable responses for a response rate of 93.3%. This chapter presents findings in three main sections. The first section provides demographic information; the second section presents data on the use of library services and computer knowledge/skills, while the third part provides data on the awareness and use of electronic resources.

4.2 Section A: Demographic Profile of Respondents

4.2.1 Gender

The gender distribution of the sample contains 70 respondents, which consisted of 41 (58.6%) males and 29 (41.4%) females. This is a unique example of male-female imbalance in the case of use of e-resources at the Kenya Investment Authority Resource Centre.
4.2.2  Age

Most respondents were in the 46-50(28.6%) age group, 21.4% were aged between 41-45 years, 17.1% were in the 36-40 years age group, 14.3% above 50 years, 11.4% between 31-35 years and 7.1% between 26-30 years (Table 2).

<table>
<thead>
<tr>
<th>Respondents’ Age</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-25</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>26-30</td>
<td>5</td>
<td>7.1</td>
</tr>
<tr>
<td>31-35</td>
<td>8</td>
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<td>36-40</td>
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<td>17.1</td>
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<td>41-45</td>
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<td>46-50</td>
<td>20</td>
<td>28.6</td>
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<tr>
<td>Above 50</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
4.2.3 Position

The study sought to find out the professional background of the respondents. This would help the researcher to establish their information needs hence help in providing better services. The figure below gives the breakdown of the position of the respondents.

Out of the 70 respondents, 28(40%) were foreign investors, 15(22%) were KenInvest employees, 12(17%) were local investors, 10 (14%) researchers and 5(7%) were government officials.

\[ n=70 \]

Figure 2: Respondent’s Position
4.2.4 Level of Education

To establish the use of the electronic resources, the study sought to find out the literacy level of the resource centre users. This was of great importance because literacy level has a direct connection on computer literacy levels and the use of e-resources. Out of the seventy respondents, 40 (57.1%) had attained the university level which included degree and masters level, 25 (35.7%) had attained the college level of education and 5 (7.2%) had secondary certificates. Table 3 shows the information literacy levels of the respondents.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Responses</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>40</td>
<td>57.1</td>
</tr>
<tr>
<td>College</td>
<td>25</td>
<td>35.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3 Part B: Use of Resource Centre and Computer Literacy

4.3.1 Use of Resource Centre

The study sought to find out whether respondents make use of the resource centre. This is quite important for the researcher to be able to establish whether the resource centre is serving its purpose. The findings show that out of the total number of respondents, 60 (85.7%) indicated that they physically went to use the resource centre when in need of information while 10 (14.3%) did not use the resource centre. On further probing those
who responded on the negative as to why they had not used the resource center, most responses had a direct link on their method of seeking information. It was established that the methods they used to seek information included sending other people to get information for them i.e lawyers/consultants, calling the librarian to get the information and sending e-mail requests for information.

4.3.2 Types of Information Resources

The most important determinant of resource centres’ success is the quality of knowledge it has about the business environment. The investor, for example, needs to know the economy as well as the politics and the more quality information the investor gets, the more likely he/she is able to open a firm. Government officials also use information resources that help in making government policies. KenInvest personnel also use information resources to assist in their work based assignments on investment. Information materials are therefore critical to this population. To establish what information respondents preferred, the respondents were asked which information sources they consulted when searching for information. It was evident that most of them used more government publications as compared to the rest of information materials. The table below shows the findings:
The findings show that government publications (30%) were the most preferred; followed by textbooks (26%), the third position was taken by other publications (15%). Reference materials and periodicals had a (11%) response each while the journals (7%) were the least used information material.

From the findings, it is evident that they preferred using government publications, with very little use of other information resources. This sets a challenge to the information professionals to play their role in educating and sensitizing the users about the usefulness of information resources especially e-resources.
4.3.3 **Satisfaction with the Resource Centre’s Services**

The respondents were asked whether they were satisfied with the resource centre services. It was found out that out of the 70 respondents, 50 (71.5%) were satisfied while 20 (28.5%) were not satisfied with the services offered at the resource centre. A number of reasons were given by the respondents who indicated that they did not get satisfied with the resource centre services gave the following reasons. Among these were that the resource centers lacked information resources they required, a section of the respondents complained that they did not know how to use e-resources, while others re-resources were not user friendly. Lack of knowledge on how to use the library was also cited as a reason for the dissatisfaction of by respondents who did not know how to search for information. Other problems that contributed to the dissatisfaction included lack of awareness of existing electronic information materials in the resource centre, insufficient copies of the relevant information resources. Information illiteracy is still a major hindrance to the accessibility to information (Odini 23).

4.3.4 **Specific need of Seeking Information**

To find out the specific need when respondents seek information, it was found out that the need was derived from their daily activities. The findings revealed that the main information demands that led them into seeking for information depended on the type of need they had based on the activity that was ongoing. Table 4 gives us the summary of the investigation.
### Table 4: Specific Need of Seeking Information  

<table>
<thead>
<tr>
<th>Specific need of seeking or information</th>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information to market products</td>
<td>34</td>
<td>17%</td>
</tr>
<tr>
<td>Basic information on the company formation /When setting up a new company or a branch</td>
<td>28</td>
<td>14%</td>
</tr>
<tr>
<td>Information on joint venture partners</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Information on licensing procedures</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Information on taxation</td>
<td>22</td>
<td>11%</td>
</tr>
<tr>
<td>Information on funding their businesses or projects</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Information on new changes in government policies on investments</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Updating their knowledge especially in the area of investments</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Information to complete work assignments</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

This was a multiple response question, 34(17%) of the respondents indicated that they look for information at the time they want to market their products or services, 28 (14%) of the respondents indicated that the need that made it necessary for them to search for the information was when they wanted to set up a new company or a branch of the existing company. Twenty four(12%) respondents sought for information on joint venture partnerships while another 24(12%) expressed interest for information on approval and licensing procedures of new investment obliged them to look for the information. Twenty
four (12%) of the respondents were interested information for joint venture. Those looking for information on taxation amounted to 22 (11%) of the respondents. This information is key to investors to help them to acquire the necessary licenses for their businesses. Some of the areas which require approval include investment in businesses which may have adverse impact on security, health or environment, and would require clearance from the relevant competent authorities (such as, National Environment Management Authority (NEMA)). Those looking for information on funding were 20(10)%. Information on government policies is vital to investors, those seeking for information on government policies that affect them constituted 18 (8%). Another 6(8%) of the respondents sought for information to keep up to date with business information while another 6(8%) sought information to complete work assignments.

4.3.5 Knowledge of Using A Computer

In order to utilize the growing range of electronic resources, users must acquire the necessary knowledge to exploit them. Computer skills are pre-requisite to effective use of e-resources, In this regard, the present study attempted to ascertain the knowledge of computers of the respondents. It was found out that, all the respondents interviewed were computer literate. This is a healthy sign for any organization.

4.4 Part C: Awareness of E-resources

4.4.1 Awareness of Electronic Resources/Services

Sing and Chad (2011) assert that the use of electronic resources along with print resources have become an integral part of a library collection. Also, a remarkable shift of
choice from print resources to e-resources has taken place by users for information. Accordingly, a large number of e-resources are being acquired by libraries. Some of the e-resources identified by the respondents included the following; electronic journals, electronic magazines such as Time, Newsweek; electronic books on investments; CD-ROMs on investment; E-register – with information on how to guide an investor on the licenses required to invest; Resource Centre’s library's database (offline); Web portals access to International Trade Centre: This is an electronic market analysis tool which provides information on Trade Map, Market Access Map, Investment Map, Trade Competitiveness; Online subscriptions – such as IPA World and meltwaters.

But it is a fact that use of e-resources is not satisfactory in most of the libraries, the main reason is the lack of awareness among the users. The present study attempts to highlight on this matter. Figure 4 clearly indicates that out of 70 respondents, 60 (86%) were aware of e-resources and only 10 (14%) were not aware of this. The result implies a positive sign regarding use of e-resources by the users of the resource centre at Kenya Investment Authority.

“Awareness of e-resources is very important for high patronage” and this is recommended in studies by Ibrahim (2004) and Majid and Tan (2002). This finding is a clear indication of that proper library orientation should be extended to the users to fully maximize the use of e-resources. The single reason given by those who were not aware of existence of e-resources was that they were not aware of their existence.
Those who had responded on the affirmative were further asked to indicate how they got informed about e-resources. Table 4.6 below captures their responses. The result of the study indicated that 45(64%) were informed through the reference services available in the resource centre, 10 (14%) through library use instruction. 10 (14%) respondents engaged in personal search of the library resources, and 5 (7%) through friends.

![Bar chart showing sources through which e-resources are known]

**Figure 4: Sources through which e-resources are known  n=70**

### 4.4.2 Use the Electronic Resources

Respondents were asked whether they use e-resources to determine their level of access of e-resources. The findings show that 40(57%) use the resources; it is interesting to note
that 30(43%) do not use the e-resources. Of the respondents who had not utilized electronic information resources, many respondents had no access to the services, while the rest did not know what they were and hence could not use them. Others lacked facilities to use and lack of time as limitations. Another category of non-users said they were completely not aware of these resources and actually needed more information about them. However, despite these reasons, all the non-users indicated that they were interested in using the resources. One respondent was not interested at all in their use, and while another cited disinterest due to lack of time.

4.4.3 Length of Use of E-Resources

This study investigated the length of use of the respondents using e-resources. The majority of respondents had 2-4 years experience of using e-resources. It is interesting to note that KenInvest staff had a longer experience of using the Internet than investors and that nearly one-fifth of the research scholars had been using the Internet for less than a year.

<table>
<thead>
<tr>
<th>Table 5: Length of Use of E-Resources</th>
<th>n=70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investor (Local)</td>
<td>0</td>
</tr>
<tr>
<td>Investor (Foreign)</td>
<td>0</td>
</tr>
<tr>
<td>KenInvest staff</td>
<td>0</td>
</tr>
<tr>
<td>Government official</td>
<td>0</td>
</tr>
<tr>
<td>Researcher</td>
<td>0</td>
</tr>
</tbody>
</table>
4.4.4 Purpose of Using Electronic Resources

The purpose of using e-resources differs from one user to another. Respondents were asked about the purpose of using the e-resources. Even though the purposes are many, the main purpose of using e-resources differs from one user to another. Table 6 below indicates that 50 (32.3%) use electronic resources to keep themselves up-to-date in their subject fields and get current information, 45 (29%) use them for finding basic information on business environment, 25 (16.1%) for work assignments, 20(12.9%) use e-resources for finding relevant information in their area of specialization, and 15(9.7%) of the respondents use e-resources for research work.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping themselves up-to-date in their subject field and getting current information.</td>
<td>50</td>
<td>32.3</td>
</tr>
<tr>
<td>Basic information on business environment</td>
<td>45</td>
<td>29</td>
</tr>
<tr>
<td>Work-related assignments</td>
<td>25</td>
<td>16.1</td>
</tr>
<tr>
<td>Research to find relevant information in their area of specialization</td>
<td>20</td>
<td>12.9</td>
</tr>
<tr>
<td>Scholarly Research</td>
<td>15</td>
<td>9.7</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6: Purpose of Using Electronic Resources

n=70
4.4.5 E-resources Used Most

E-resources are a medium through which information can be retrieved via use of a computer. The study sought to find out the e-resource used most by the respondents. The findings indicate that the most used e-resources were: Databases (6) 5%, CD-ROMs 12(10%), OPACs (6) 5%, E-books 24(20%), e-Journals 15%, Websites 36(30%) and search engines 15%.

![Figure 5: Most Used E-Resources](image)

n=70
4.4.6 Frequency of Use of E-Resources

The frequency of use of the e-resources varied from one respond to another. The reason behind asking the frequency of the use of the Resource Centre was to establish the value of information materials to the investors. Respondents were asked how frequently they used the resource centre, it was established that 18 (45%) used the Resource Centre daily, 10 (25%) once a week, 8 (20%) fortnightly, and 4 (10%) once a month. Figure 6 indicates frequency of use by respondents.

Figure 6: Frequency of use by respondents
4.4.7 Has The Use of E-Resources Enabled you Accomplish your Tasks/Meet Your Needs?

Electronic resources are very useful research tools, which complement print-based resources in any traditional library. They provide timely information. They can easily be accessed - ease in delivery, advantage of incorporation of multimedia contents, hyperlinking, browse, and search facility, etc. A total of 65 (93%) respondents said that the use of these resources helped them achieve their tasks, while 10 (7%) indicated that e-resources did not help them accomplish their tasks. Those whose responses were negative were asked what other sources they used when they fail to get the information materials required. Their responses are captured in table 7 below:

It was evident that apart from e-resources the respondents use other sources to get information. The findings show that 4 (25%) of the respondents use textbooks, 4(25%) government publications, 3(18.5%) periodicals, 3(18.5%) reference books and 2(12.5%) use other sources of information.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Government publications</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Periodicals</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Reference books</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
4.4.8 Benefits of Using E-Resources

“Electronic resources are invaluable research tools, which complement print-based resources in any traditional library. Respondents were requested to state benefits of using electronic information resources, a total of 65(26%) admitted that they achieved information speed and information convenience through electronic resources, 35(14%) felt e-resources are time saving, 45(18%) said e-resources assisted them to achieve information success, 45(18%) stated that e-resources are easy to use, while 35(14%) indicated that the resources can be accessed at anytime without visiting the resource centre, while 25(10%) others admitted that e-resources are more informative.

Figure 7: E-Resource Benefits

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information speed</td>
<td>65</td>
</tr>
<tr>
<td>Easy to use</td>
<td>45</td>
</tr>
<tr>
<td>Achieved information success</td>
<td>45</td>
</tr>
<tr>
<td>Accessed anytime anywhere</td>
<td>35</td>
</tr>
<tr>
<td>Time saving</td>
<td>35</td>
</tr>
<tr>
<td>Informative</td>
<td>25</td>
</tr>
</tbody>
</table>

n=70
4.4.9 Other Sources of Information

To establish what information resources were used other than e-resources, the respondents were asked to state what they used apart from e-resources. The study found the following information resources: textbooks, periodicals, newspapers, reference books, government publications which included the Laws of Kenya and documents on government policies on investments, reports on investments mainly in-house, and others from the ministry, project profiles and United Nations publications. This indicates that information materials are valuable to this group of users.

4.4.10 Retrieval Tools

The study sought to establish the sources used to seek for information. The findings indicated that, 24 (34.5%) of the respondents consulted the librarian, 16 (22.8%) consulted the library catalogue, 8(11.4%) consulted a knowledgeable person in the field, 12(17.1%) sought the information from the organizations website, 6(8.5%) discussed with colleagues, while the remaining 4 (5.7%) used other means including checking for updates from the organizations publications like the newsletter, checking information updates from the notice boards and asking members of staff if there are any materials in certain areas of their interest.
Table 8: Sources used when Seeking Information

<table>
<thead>
<tr>
<th>Sources used when seeking information</th>
<th>No. of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with librarian</td>
<td>24</td>
<td>34.2</td>
</tr>
<tr>
<td>Library catalogue</td>
<td>16</td>
<td>22.8</td>
</tr>
<tr>
<td>Check for information on the organizations website</td>
<td>12</td>
<td>17.1</td>
</tr>
<tr>
<td>Consult knowledgeable person in the organization</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>Discussion with colleagues</td>
<td>6</td>
<td>8.5</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4.11 Access Point

To establish where respondents access electronic resources from, the study found out that out of the seventy respondents, 40 (58%) indicated that they always found from the resource centre, 15 (21%) access electronic resources from the cybercafé, 15 (21%) accessed the electronic resources from their homes.
4.4.12 Challenges Experienced in Using E-Resources

There are a number of obstacles encountered in the use of e-resources. The analysis of the data brought out a number of problems respondents faced while using e-resources. These are captured in table 9 below:
From the study, 45(36%) respondents expressed inadequate knowledge on how to use the e-resources as a hindrance. This failure is brought about by inadequate time to be trained on use of the information resources. A total of 25(20%) pointed at the speed of internet connectivity as challenge in using the e-resources, while 20(16%) cited difficulties in searching for information materials especially e-resources. Inadequate of adequate number of computers was mentioned by 20(16%) of the respondents as a challenge they faced in using the e-resource, while another 15(12%) respondents cited inadequate of awareness of existing materials. The respondents affirmed that they did not know the

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No. of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate of knowledge on how to use the e-resources</td>
<td>45</td>
<td>36</td>
</tr>
<tr>
<td>Speed of internet connectivity</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Difficulty in searching of information materials</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Inadequate number of computers</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Inadequate awareness on existing materials</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>125</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
information materials available at the resource centre. Inadequate awareness is a hindrance that makes users not to utilize the available information materials.

### 4.4.13 Solutions to Challenges

The respondents provided the following solutions to help to solve the problems they encountered. They included the following; a bandwidth be sought so as to provide faster access that will save much of the users’ time; the Resource Centre should organize orientation classes and training on the use, access, searching and downloading of e-resources; Awareness should be created to use e-resources to obtain current information; existing computers should either be upgraded or more high-speed computer terminals installed to supplement or replace them; The resource centre should conduct user surveys to know the usage of e-resources; Resource centre to introduce feedback system (both online and offline) for observing the proper use of e-resources and that users should be introduced to ICTs and e-information literacy. Finally, it was felt that the resource centre should improve on awareness campaign of e-resources. These suggestions are summarily captured in table 10 below:
Table 10: Suggestions to Improve the Provision of E-Resources Access and Use

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase bandwidth.</td>
<td>18</td>
<td>11.5</td>
</tr>
<tr>
<td>E-resources awareness</td>
<td>15</td>
<td>9.8</td>
</tr>
<tr>
<td>Upgrade existing computers or buy more high-speed computers</td>
<td>15</td>
<td>9.8</td>
</tr>
<tr>
<td>Resource centre should conduct users’ survey to know the usage of e-resources</td>
<td>18</td>
<td>11.5</td>
</tr>
<tr>
<td>Resource centre should introduce feedback system (both online and offline) for observing the proper use of e-resources.</td>
<td>19</td>
<td>12.3</td>
</tr>
<tr>
<td>More computers to be availed to enhance use of e-resources</td>
<td>18</td>
<td>11.5</td>
</tr>
<tr>
<td>Users should be introduced to ICTs and e-information literacy</td>
<td>15</td>
<td>9.8</td>
</tr>
<tr>
<td>Resource centre should improve on awareness campaign of e-resources</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>Organize orientation classes and training on the use, access, searching and downloading of e-resources</td>
<td>20</td>
<td>12.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5 Conclusion

Electronic resources are the best means of getting current and up-to-date information. They can be used along with other published information materials. The fact that more literature is available electronically may help to show why users choose to use electronic services remotely. They may find that virtually all of their information needs can now be addressed from outside the library. The findings show that a large number of users are using e-resources.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings of the study and makes several suggestions which address key issues that were found to challenge the use of the resources at the Kenya Investment Authority resource centre. The summary makes reference to the aims and objectives, assumptions and research questions that this study was based on. Answers to the questions are discussed briefly to give an overview of the findings. Recommendations and conclusions of the study are also presented in this chapter, as well as suggestions for further research.

The primary purpose of this study was to investigate access and use of electronic resources by users at Kenya Investment Authority with a view of developing appropriate strategies to improve their use. It examined KenInvest’s resource centre’s users awareness and use of e-resources, availability of e-resources, factors affecting their utilization, problems encountered while using e-resources and solutions to these problems.

5.2 Summary of Major Findings

The research was guided by six questions whose answers form the basis of the findings in this study. The findings are summarized below;
5.2.1 What kind of Electronic Resources Exist at Kenya Investment Authority?

The study established that the respondents were aware of different types of electronic information resources available. The study was able to identify the various information resources that are available in the Resource Centre which includes textbooks, periodicals, newspapers, reference books, government publications which included the Laws of Kenya and documents on government policies as regards to investments, reports on investments mainly in-house reports and others from the ministry, project profiles and United Nations publications. This gives an indication that users make proper use of the resource centre. The electronic resources that exist at Kenya Investment Authority included the following:

1. Electronic journals -
2. Electronic magazines such as Time, Newsweek
3. Electronic books on investments
4. CD-ROMs on investment
5. E-register – with information on how to guide an investor on the licenses required to invest
6. Resource Centre’s library's database (offline)
7. Web portals access to International Trade Centre: This is an electronic market analysis tool on which provides information on Trade Map, Market Access Map, Investment Map, Trade Competitiveness
8. Online subscriptions – such as
• Meltwaters business info provider - an online subscription with investment matters
• IPA world - an electronic resource that provides daily news coverage of companies on the move internationally, focusing on cross-border business expansion, location and relocation
• FDI.net (provides information on Foreign Direct Investment)
• Harvard Business - *Harvard Business Review* is the world's acknowledged authority on *business* leadership for managers responsible for success in the global economy

### 5.2.2 How do users at Kenya Investment Authority Perceive the E-Resources?

The most important aspect resulting from this study involves recognizing the extent of the perceived impact of e-resources and its effect on achievement on their use. This is evident from the responses received when the users gave the benefits they derived from the use of e-resources as provided in figure 7. Respondents gave the following benefits; they achieved information success, received information on time (speed), and information convenience through electronic resources, e-resources are time saving, e-resources are easy to use, others admitted that e-resources are more informative while others indicated that the resources can be accessed at anytime without visiting the resource centre. These findings support Marshalls (2008) that e-resources provide a positive impact on the efficiency of their work, most strongly in areas of ease of access, with lesser impacts in the range of materials available to them and the ease with which they can keep up-to-date in their field.
5.2.3 To What extent are they satisfied With Their Use?

Roughly more than half of the respondents using electronic resources indicated they were able to get timely information, information was easily accessed, they had an advantage of ease of delivery of information and had advantage of incorporation of multimedia contents, hyper linking, browse, and search facility while seeking for information etc. A total of 93% said that e-resources helped them perform their tasks. Those whose needs were not accomplished by the use of e-resources used other print resources to get the information they required. This study supports Evans and Zarnosky (2000) findings that e-resources provide more flexibility in searching than their paper-based counterparts and remote access at any time is a possibility. This study also corroborates with the findings of Dafiaghhor (2012) that this digital age is characterized by speed and accuracy; nobody wants to waste time anymore; people want whatever information at a push of a button. Thus, the advantages of electronic resources make them indispensable. With electronic resources, users could search more materials than when in print format.

5.2.4 How Often do they Use the Resources and For What Purpose?

The frequency of use of the resource center varied among patrons from daily, weekly, fortnightly, and four times a month. Figure 6 indicates frequency of use. They pointed out that e-resources were important to them. The resources provided relevant information in their area of specialization, for example;

1. KenInvest staff and government officials said that e-resources helped them to do work assignments,

2. They were able to use e-resources to find basic information on business environment
3. E-resources helped patrons to keep themselves up-to-date in their subject field and;

4. Obtaining current information.

5.2.5 What Problems do they Experience in Using the Electronic Resources?

The majority, (86%) of respondents were aware of e-resources available at the Kenya Investment Authority. In terms of use, 57% of the respondents indicated that they used the resources while, 43% indicated they did not use them. Those who use the resources experienced some difficulties while using them. These findings of this study are similar to those obtained by Ray and Day (1998), Madhusudhan (2008) where user opinion towards electronic resources were positive though finding relatively few problems while using them. The hindrances cited in this study include the following;

i. Difficulty in Searching for Information

This was brought about by the slow internet, server downtime, and sometimes power failure. Those who preferred accessing the resources at different locations apart from the resource centre stated that they pay for Internet connectivity monthly and this was too expensive for them.

ii. Inadequate Knowledge on how to Use Electronic Resources

This is because some users lacked training on the use of the e-resources. This supports a study conducted by International Network for the Availability of Scientific Publications [INASP],(2005) “In order for someone to access and use electronic journals effectively and efficiently, one must have a good command of skills of how to use the computer and internet.
iii. **Inadequate Awareness of the Existing Information Resources**

Some users were not aware of the resources yet they used the resource centre. The others were not aware because of their lack of using the resource centre by the respondents. It was established that 10% of the users do not use the resource centre. This group was not aware of the e-resources available in the resource centre.

iv. **Inadequate Number of Computers**

Twenty percent of respondents believed that they would use e-resources if the resource centre availed more computers. They cited lack of enough computers as a hindrance in accessing the resources. This study support Madhusudhan (2007) that established that the problems encountered while using e-resources include inadequate number of computers among other problems.

v. **Speed of Internet Connectivity**

Speed of internet connectivity was a challenge in using the e-resources. Those who prefer the electronic resources stated that the Internet connectivity was slow thus making it difficult for them to download whatever they needed on time. This is a major hindrance and since the resource centre offers information materials in various formats, it was easier for them to use hard copies of the information materials other than e-resources.

These findings support those of Ali (2005) and Wills (1990) that a sizeable number of users face numerous problems while using electronic information resources, such as lack of knowledge about the resources, lack of trained staff and inadequate terminals; lack of strategic planning, adequate or reliable funding; lack of use of Internet to provide
information services to users and a lack of consistent training for users in new ICT services; lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by students very low.

5.2.6 What should be done to Improve the Use of These Resources?

Various suggestions were provided by the respondents to improve the provision of electronic resources at the Kenya Investment Authority. Based on the data suggested by the respondents and on the findings of the study, the following suggestions were made to improve and maximize utilization of e-resources.

i) Improve Internet Connectivity

The resource centre staff should ensure that the institution improves the internet connectivity by increasing the internet speed so that it is faster and reliable. This will ultimately enable the patrons to access the e-resources. The Internet provides an opportunity and infrastructure for publishing and distributing all types of information in various formats in the shortest possible time and at the lowest cost (Tumsifu, 2002). A bandwidth should be sought so as to provide faster access to e-resources to save on time. This would give the users the confidence of using the e-resources without difficulties.

ii) Orientation on the Use of E-Resources

The resource centre staff should organize orientation classes and training on the use, access, searching and downloading of e-resources. Training is important to impart them proper skills to be self reliant when seeking for information.
Since there is a significant relationship between computer literacy and the use of electronic information sources and services, it is desirable that adequate emphasis should be given to developing computing skills among library users through user education programme. Thus the users having better computing skills can be more benefited from the ever increasing volume of digital information. Finally, if they are computer literate and knowledgeable about search techniques, they will start using electronic sources more frequently and confidently.

iii) **Awareness of E-Resources**

The resource centre staff should be create awareness about the available e-resources. This will ensure proper utilization of these resources. Awareness and orientation should be a continuous effort. The resource centre should re-orientate it’s patrons on how to access the electronic information resources.

iv) **Upgrade Computers**

The existing computers should be upgraded and the number of computer increased. Alternatively high speed computer terminals should be installed to improve faster access to e-resources.

v) **User Survey**

The resource centre staff should conduct users’ survey to establish the usage of e-resources. This will assist in ensuring proper planning and development of programmes that will ensure that proper systems are put in place.
vi) Feedback

The Resource centre staff should introduce a feedback system (both online and offline) for observing the proper use of e-resources. This will help determine the pattern of electronic resources use.

vii) Training

Users should be introduced to ICTs and e-information literacy. In order to fully utilize the use of e-resources, the users should be computer literate. This will enhance proper utilization of the e-resources.

5.3 Conclusions

This study set out to investigate access and use of e-resources at Kenya Investment Authority and develop strategies to help improve their use. All the objectives have been met. This study has provided insight into use of e-resources at the Kenya Investment Authority Resource Centre. The study was based on the assumption that the users lacked knowledge on use of the electronic resources; difficulty in obtaining electronic information (lack of skill); other problems associated with low bandwidth and lack of awareness of existing resources. Based on the study’s findings, the following conclusions were drawn;

5.3.1 Awareness of E-Resources

The findings of the study established that 86% of respondents were aware of e-resources and services existing at the Kenya Investment Authority resource center, while 14% of the users were not aware of the existence of e-resources and services in the resource center. The satisfaction level of respondents was up to the mark. The study concludes that
most of the respondents were well aware of the available e-resources, such as e-books, e-journals, and e-databases. It has also been examined that the respondents need thorough and hands on training or orientation to make use of these resources effectively.

5.3.2 E-resources Format

The study revealed that websites were the most used e-resource format at 30% followed by e-books at 20%. E-journals and search engines were the third most popular format at 15%, CD ROMs at 10% and OPAC’s and databases were the last most popular at 5%. The relative amounts of use and enthusiasm for use of the wide variety of sources for information available to resource center users is varied. This can be a probable reason why browsing the web, e-Books and searching were the most popular information-seeking formats. This and the fact that OPAC’s and databases were the least used could be a clear pointer on the need for appraising users’ information literacy or investigate the information seeking behaviors of the resource users. The need to evaluate the credibility of information gathered from the visible web cannot be refuted. From the above, it can be concluded that usage of e-resources was found to be diverse therefore efforts should be made to ensure proper use of these resources.

5.3.3 Information Literacy Skills

The results of this study established that the respondents were equipped with fairly good computer skills that enabled them to search and utilize e-resources. It emerges that the possession of computer skills are not sufficient for efficient use of e-resources without training in use of e-resources, hence more organized training programs are needed to
familiarize them on the use of e-resources. Computer skills and the attitudes of users towards computing are important factors affecting use and non-use of e-resources (Borgman 1996; Tompsitt and Alsop 1997; Macias-Chapula 1995).

The study concludes that even though respondents were computer literate, not all of them possessed the skills to utilize or optimally utilize the e-resources. Information professionals should identify training needs of the patrons and equip them with computer skills that are aimed at enabling them to use the e-resources more effectively.

5.3.4 Challenges in the use of E-Resources

The study was based on an assumption that the resource centre patrons may be experiencing problems or lack knowledge in using e-resources. The study brought out a number of problems that respondents faced while using e-resources. The one with the highest frequency was lack of knowledge on how to use the e-resources at 36%. This and the fact that another 20% had a problem with speed of connectivity, 16% had difficulty in searching for information materials, 16% lacked adequate computers while 12% expressed lack of awareness on existing material. These challenges points to the need for the resource center to educate and provide adequate services to its users. The proliferation of sources for articles and the sheer amount of information now available may be confusing to some users. Retrieving too much information is a problem mentioned by some, as is getting lost on a tangent and not knowing when to quit searching (Epic 2001). Lack of adequate number of computers was mentioned and speed of internet connectivity as challenges in using the e-resources were also mentioned as major challenges by 16%
and 20% of the respondents respectively could be an indication that the e-resource center needs to look into improving these.

The study concludes that in this digital era, training and more facilities for the easy access and use of e-resources should be facilitated at Kenya Investment Authority resource centre. This will enable effective and efficient utilization of e-resources. Measures like providing backup power supply by using generators during power breakdown and increasing the broad band for faster and easy access to internet should be provided.

5.4 Recommendations

Taking into consideration the findings of this study, the researcher came up with some recommendations to assist to improve the use of e-resources.

Training

The resource centre should introduce or improve training on computer and internet skills they give to their patrons. They must be proactive and conduct training needs assessment regularly in order to equip the users with the right skills. They should also prepare and avail internet use manuals to their patrons to assist them use the resources. Resource centre staff should make use of training manuals offered by some publishers like Wiley – Blackwell. KenInvest resource centre should conduct a mandatory training on the use of e-resources to enable the use these resources. The training program will enable users to know about different search interface, develop sophisticated searching and retrieval skills
or techniques. The Human Resource and Information Technology department to ensure that there are enough computers to facilitate training.

**Subscription to more E-Resources**

One of the most basic challenges that Investment Promotion Agencies face is to provide patrons with relevant, high-quality information. This is particularly important in developing economies, where the number, range and quality of alternative information sources tend to be limited. In this regard, the Kenya Investment Authority Resource Centre should ensure that adequate information is provided to all stakeholders. It is also important to get the right information to prospective patrons and investors and the ability to meet their needs is critical to help them to make whatever the decisions they have on investments. For Kenya Investment Authority staff it will help them to provide quality information to those seeking the information. The management should also facilitate funding to ensure continuous subscription of these resources.

**Equip the Resource Centre with Adequate Computers**

It is recommended that the Resource Centre should be equipped with appropriate information resources (computers) to help users to access the information resources and services. Libraries and information centre’s need to stock adequate information materials for various users to ensure full utilization of these resources. A good collection reflects positively on the image of the library. However, if the collection is poor, the image will go down. The successful operation of any library depends to a large extent on the choice of library collections. The choice of the collection should meet the need and requirements
of the end users. It was suggested that bandwidth be sought so as to provide faster access that will save much of the users’ time. This will also encourage more use of e-resources. The resource centre budget needs to be increased by the management to ensure acquisition of the necessary facilities and equipments.

**Education on the Use of E-Resources**

Strategies should be redesigned to improve the provision of library services especially towards information skills development. It was recommended that patrons should be educated on how to use the library and its resources. This was mainly because quite a number of them do not use e-resources. The library patrons should therefore be trained on how to search for information, how to use e-resources, how to conduct searches, how to use the catalogue and how to retrieve information from the shelves. The content of the information literacy lessons should include topics on the use of information retrieval tools available in the resource centre. The library staff should also use their time in a better way by focusing on assisting users and also help users to improve their skills in information seeking activities while finding different types of information they need. Library staff should partner with users and provide them with support, advice and training on information seeking patterns.

**User Studies**

The library staff should understand the actual needs of information users and taking steps to satisfy them is the first step towards effective service provision. This is important because information centres exist to serve users or its patrons and in order to serve them
effectively and efficiently, it is important to know their needs and serve them to their satisfaction. User studies provide useful information in this regard. Identification of user needs enhances the provision of information services that satisfies the users’ needs. It also helps the information specialist to design information systems that are suitable to different user needs. According to Whittaker (1993) libraries cannot offer services successfully unless they know as exactly as possible to whom they are offering their services, and the requirements of these people. Library and information workers therefore should spend as much time as possible getting to know all those who use their services and finding out their particular needs.

**Awareness Programme**

Finally, it was felt that the resource centre should improve on awareness campaign of e-resources. A more aggressive information marketing strategy should be developed to create awareness on the available resources and services and show them the benefits they could derive from using them. The resource centre should also provide this service to the patrons to inform them about new acquisitions, and availability of e-resources.

There is need for the library staff to carry out massive publicity to all users on the availability and use of e-resources. This can be done by sending out the lists via e-mail, sending alerts to users, display boards and shelves to draw attention to recent additions, production of complete or selective lists for circulation to patrons.
5.5 Consideration for Further Research

This study was mainly concerned with accessibility and use of e-electronic resources at the Kenya Investment Authority. This study will help special libraries understand the challenges faced while accessing e-resources. Areas identified for consideration in this context include:

1. Information seeking behavior in the digital environment at Kenya Investment Authority.

2. Study to investigate use of electronic information resource in government libraries.
REFFERENCES


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APPENDIX 1: INTERVIEW SCHEDULE FOR RESOURCE CENTRES USERS
Part I - Demographics

1. Gender:  Male ☐  Female ☐

2. Age Group
   21-25 - ☐  26-30 - ☐  31-35 - ☐
   36-40 - ☐  41-45 - ☐  46-50 - ☐
   Above 50 - ☐

3. Position
   Government official ☐  Researcher ☐
   Investor (Local) ☐  Investor (Foreign) ☐
   KenInvest Employee ☐

4. Highest level of education
   University ☐
   College ☐
   High school ☐
   Other, please specify

5. Do you use the Resource Centre?
   Yes ☐  No ☐
If No, why?

__________________________________________________________

__________________________________________________________

6. What type of information resources do you look for at the Resource Centre?

__________________________________________________________

__________________________________________________________

7. Are you satisfied with the Resource Centre’s services?

Yes ☐ No ☐

If No, why?

__________________________________________________________

__________________________________________________________

8. At what specific time of need or when do you seek information?

__________________________________________________________

__________________________________________________________

9. When you are seeking information, which information sources do you use?

__________________________________________________________

__________________________________________________________

10. What kind of information resources do you prefer using in the resource centre?

__________________________________________________________

__________________________________________________________
11. Do you have knowledge of using a computer?
   Yes ☐   No ☐
   If No, why?

12. How have your computer skills helped you to use electronic resources?

Part III - Awareness and use of electronic resources
14. Are you aware of electronic resources/services available at Kenya Investment Authority?
   Yes ☐   No ☐
   If No, why?

15. How were you made aware of the e-resources?

16. Do you use the electronic resources?
   Yes ☐   No ☐

17. If No, what are the reasons for not using the electronic resources?
18. How long have you been using electronic resources?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

19. For what purpose do you use electronic resources?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

20. In what format do you use electronic resources?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

21. Which electronic resources do you use most?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

22. How often do you use electronic resources?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

23. Has the use of electronic resources enabled you accomplish your tasks/meet your needs?

   Yes ☐       No ☐

If No, which other sources do you use when you fail to get the information materials required?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
24. What benefits do you get from using electronic resources?

________________________________________________________________________

________________________________________________________________________

25. What sources of information do you refer to other than electronic resources?

________________________________________________________________________

________________________________________________________________________

26. When retrieving information what do you use?

________________________________________________________________________

________________________________________________________________________

27. Where do you access information /electronic resources from?

________________________________________________________________________

________________________________________________________________________

28. Which challenges do experience in using electronic resources?

________________________________________________________________________

________________________________________________________________________

29. In your view, what should be done to improve provision of electronic resources at Kenya Investment Authority?

________________________________________________________________________

________________________________________________________________________