

Assessment of the Availability of Information Resources in National Polytechnic Libraries in Kenya: A Case of Rift Valley National Polytechnic, Nakuru, Kenya

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Abstract

This study assessed the availability of information resources at Rift Valley National Polytechnic (RVNP). Despite increased government investment in Technical and Vocational Education and Training (TVET) and rising student enrolment in National Polytechnics, concerns remain regarding the adequacy and relevance of information resources supporting academic activities. Previous research indicates that many TVET libraries face shortages of current and relevant resources, especially electronic materials, which limits students' access to timely and diverse information necessary for effective learning. This gap between students' information needs and available library resources poses a significant challenge to the delivery of high-quality TVET education. Guided by Expectation Confirmation Theory, the study employed a quantitative research approach to examine students' perceptions of the availability of library information resources. The target population included 2,115 students, from which a stratified random sample of 206 was selected. Data were collected through structured questionnaires and analysed using the Statistical Package for the Social Sciences (SPSS), with both descriptive and inferential statistics used to generate and interpret the findings. Findings revealed that print resources, particularly books, were the most available and frequently used information resources in the library, while electronic resources were limited. The study recommends increased investment in electronic information resources, enhancement of digital infrastructure, and continuous development of library collections to ensure that National Polytechnic libraries effectively support teaching, learning, and research in the contemporary knowledge society.

Key terms: Academic libraries, availability of information resources, electronic resources, national polytechnics, Rift Valley National Polytechnic, TVET institutions.

INTRODUCTION

Technical and Vocational Education and Training (TVET) involves education and learning that equip individuals with practical knowledge, skills, and competencies for both the formal and informal sectors (Technical and Vocational Education & Training Authority, 2018). It prepares learners to become craftsmen, technicians, and technologists, thereby contributing directly to workforce development. TVET institutions aim to reduce poverty by empowering young people with employable skills, enabling them to secure decent jobs and sustainable incomes. Recognising that economic growth depends on a skilled and productive workforce, many governments have increased investment in quality vocational education and training to promote employment and drive economic transformation. This has resulted in increased investment in these institutions, hence raising interest in pursuing tertiary education compared to past years. The TVET institutions provide learning opportunities, particularly for individuals who may not have attained the grades required for university admission, to successfully further their education and forge a better life. This, therefore, increases the demand for knowledge and information, a gap that the library fills exceedingly well. Mbolonzi (2021) noted that Kenyans are more likely to enrol in TVET programmes when there is a steady flow of information.

National Polytechnics occupy a unique position within the TVET sector because they offer predominantly technical and vocational programmes that require specialised and industry-oriented information resources. Their focus is on equipping learners with practical skills and competencies relevant to the job market in both the formal and informal sectors of the economy, which necessitates access to adequate and relevant information resources that support both theoretical instruction and practical training (Technical and Vocational Education and Training Authority, 2018). The availability of information resources underpins effective teaching, learning, and research in academic institutions. Academic libraries are fundamental to achieving teaching, learning, and research objectives in higher education institutions. In Technical and Vocational Education and Training (TVET) institutions, the availability of information resources is particularly critical because training is

competency-based, skills-oriented, and aligned with the evolving demands of the labour market. For students in TVET, the adequacy and relevance of these resources are even more critical, as the pedagogy is often practical, skills-oriented, and closely tied to industry needs (Marope et al., 2015). Libraries usually contain more authoritative, reliable, and accurate information—updated, related to specific subjects, and accompanied by bibliographic details—than what is typically found on the internet. This is because library information has been vetted by experts and is generally more trustworthy. According to Kumah (2015), even though the internet offers a vast amount of information, its relevance, quality, and authenticity should not be overlooked.

Availability refers not only to the physical presence of resources within the library but also to their quality, quantity, relevance, and format (Aguolu & Aguolu, 2002). Without availability, issues of access, utilisation, and satisfaction become secondary, as students cannot use what is not there. Empirical studies have demonstrated a positive relationship between the availability and use of library information resources and students' academic performance. Students who frequently utilise library resources tend to achieve better academic outcomes than those who do not (Wanyonyi et al., 2018).

Despite government efforts to improve education through policy reforms, integration of Information and Communication Technologies (ICTs), and digitisation of library services, many institutions continue to face challenges in providing adequate information resources for their growing student populations. Furthermore, disparities exist among higher education institutions, with universities generally having greater capacity to acquire and provide information resources than National Polytechnics (Koech & Mutai, 2015). As a result, institutions continue to face significant obstacles, including poor network connectivity, obsolete collections, limited information resources, and restricted access hours. Many students, therefore, rely more on lecture notes and peer-shared materials than on formal library holdings (Wanyonyi et al., 2018).

Rift Valley National Polytechnic (RVNP), one of the largest National Polytechnics in Kenya, provides training in a wide range of technical and vocational

disciplines. The library provides both print and digital resources and serves as a central support unit for teaching, learning, and research activities. Nonetheless, there is limited empirical evidence on whether the available information resources adequately meet students' academic and training needs. Understanding the availability of these resources is important for informing library development, improving service delivery, and enhancing the quality of training offered at the institution. Against this background, this study seeks to assess the availability of information resources at Rift Valley National Polytechnic. The success and effectiveness of Rift Valley National Polytechnic Library in demonstrating the value of its investments depend on understanding users' evolving demands and on strategising to provide library services that meet these needs. A library can truly serve as a vital resource for academic activities only when it supports the institution's objectives by providing ample, well-utilised information resources.

LITERATURE REVIEW

Availability of Print Information Resources

Print information resources remain an essential component of academic library collections despite the increasing adoption of digital technologies. These resources include textbooks, reference books, journals, newspapers, government publications, dissertations, and technical manuals. The availability of adequate, up-to-date print resources is critical for supporting teaching, learning, and research. According to Aguolu and Aguolu (2002), the value of a library is largely determined by the adequacy, relevance, and quality of its collections in meeting users' information needs. Consequently, academic libraries are expected to maintain balanced collections that reflect the curricular and research requirements of their institutions.

Several studies have emphasised that the availability of information resources significantly influences library utilisation and user satisfaction. For example, Onye (2016) found that students' effective use of academic libraries depends largely on the availability and accessibility of relevant information resources that support their academic activities. Similarly, Onwukanjo (2017) highlighted that user satisfaction in academic libraries is closely linked to the availability of current,

adequate, and relevant collections. When print resources are insufficient or outdated, students and researchers often struggle to obtain the information needed for learning and research.

Research conducted in tertiary institutions further indicates that the adequacy of library collections remains a major concern. Abubakar (2020) observed that although many academic libraries possess a variety of information resources, the quantity and relevance of such materials often fall short of users' expectations. Ng'ang'a, Khaemba and Mareri (2025) also noted that the availability of adequate library resources positively influences students' access to information and academic performance. Likewise, Nyakweba, Bukirwa, and Sendikadiwa (2022) emphasised that users expect libraries to provide sufficient and relevant resources in both quality and quantity to meet their educational and research needs.

In the context of polytechnic libraries, the availability of print information resources is particularly important because many programmes rely heavily on textbooks, technical manuals, standards, and practical reference materials. While national polytechnics generally maintain collections of print resources, the adequacy, currency, and relevance of these materials remain critical factors in achieving institutional goals and objectives. Inadequate funding, increasing enrolment, and rising publication costs often constrain polytechnic libraries' ability to acquire and update their print collections. Therefore, continuous assessment and development of print information resources are necessary to ensure that library collections effectively support the teaching, learning, and research functions of polytechnic institutions.

Availability of Electronic Information Resources

The rapid development and integration of ICT in academic libraries have brought about a paradigm shift in how information resources are available and accessible to users. Nowadays, information resources are available and accessed far beyond the physical building, anywhere and anytime, due to the expansion and development of technology in the form of electronic databases and institutional repositories. Electronic information resources have become indispensable in academic libraries because they provide timely, convenient, and unrestricted access to

information needed for teaching, learning, and research. These resources include electronic books (e-books), electronic journals (e-journals), online databases, institutional repositories, digital libraries, and other internet-based information sources.

For instance, in developed countries, Agreements between ARLs in North America and major publishers have facilitated access to high-impact journals for smaller institutions (Smith, 2019). In Europe, the public can access publicly funded research through the European Open Science Cloud (EOSC) initiative, which aims to reduce the need for costly subscriptions (European Commission, 2020). Open access (OA) publishing has made information resources available and accessible worldwide regardless of geographical boundaries. Initiatives such as the Budapest Open Access Initiative and subsequent mandates by funding bodies, including the NIH in the United States and the European Research Council (ERC), have significantly increased the volume of peer-reviewed materials freely available online (Piwowar et al., 2018).

In developed countries, Universities have invested heavily in digitising their rare manuscripts and projects and making them available in their digital repositories to facilitate global access. Despite these advancements, many libraries in developed countries still face challenges. Many academic libraries are unable to afford the increasingly high costs of commercial publishers such as Elsevier, Wiley, and Springer due to limited budgets, resulting in limited access to information resources (Larivière et al., 2015). Nevertheless, Innovation and collaborative agreements remain relevant for expanding resources worldwide.

In contrast, there is a different reality in the African context. Persistent challenges such as underfunding, obsolete collections, and infrastructural weaknesses continue to negatively impact the role of academic libraries across Sub-Saharan Africa (Ocholla, 2020). Insufficient budgets have led many academic libraries to rely heavily on donor-funded initiatives and external partnerships, such as Research4Life, which provide free or low-cost access to journals for developing countries (Rosenberg, 2019).

In Kenya, national polytechnics are increasingly recognising the importance of electronic information resources in supporting competency-based education, research, and innovation. However, many of these institutions face persistent budget deficits that constrain library development and limit investments in digital information services. Insufficient funding often affects the acquisition of subscription-based databases, e-journals, and e-books, thereby reducing the range of electronic resources available to library users. Ng'ang'a, Khaemba, and Mareri (2025) found that the adequacy and accessibility of library resources significantly influence students' utilisation of information services, emphasising the need for institutions to invest in diverse, current collections.

Furthermore, budgetary constraints may hinder the acquisition of essential information and communication technology (ICT) infrastructure required for accessing electronic resources, including computers, internet connectivity, and library management systems. As a result, students and staff in some national polytechnics may rely heavily on limited print collections or freely available online sources that may not adequately meet their academic and research needs. Nyakweba, Bukirwa, and Sendikadiwa (2022) argue that academic libraries must ensure the availability of sufficient and relevant information resources to satisfy user expectations and support institutional objectives.

Therefore, while electronic information resources offer significant benefits to academic communities, their availability in many Kenyan national polytechnic libraries is often affected by budget deficits and inadequate funding. Addressing these financial challenges is essential to expanding access to quality electronic resources and enhancing libraries' roles in supporting teaching, learning, research, and innovation within institutions.

Challenges Affecting the Availability of Information Resources

Several factors influence the availability of information resources in academic libraries. Financial constraints remain the most significant barrier, as underfunding prevents libraries from acquiring adequate or up-to-date materials (Ozioko et al., 2014). Many collections are outdated, with some relying on books published

over a decade ago, which are often irrelevant in fast-evolving fields such as ICT, engineering, and health sciences (Okiki, 2013). As a result, traditional undergraduate textbooks continue to dominate over subject-specific journals or scholarly databases (Ojedokun, 2025). Further, Sejane (2017) examined access to and use of electronic information resources in the academic libraries of the Lesotho library consortium. The objective of the study was to determine the types of e-resources available, how they are accessed and used, and the challenges faced by member institutions.

The Unified Theory of Acceptance and Use of Technology (UTAUT) model was used to inform the study. The study adopted a mixed-methods approach combining qualitative and quantitative methods. The target population comprised nine member institutions. Data were collected through self-administered questionnaires distributed to librarians (systems, subject, and acquisitions librarians) and semi-structured interviews with senior administrators, including Pro-Vice Chancellors, Rectors, and Library Directors. The response rates were 69.6 per cent among librarians, 44.4 per cent among senior administrators, and 56 per cent among library directors. Quantitative data were analysed using SPSS Version 20.0, and qualitative data were analysed using thematic content analysis. Findings revealed challenges such as budget cuts, poor internet connectivity, limited ICT infrastructure, limited search skills, and the absence of e-resource collection development policies, which hindered optimal use.

Disparities in the allocation of resources between institutions also affect availability; while well-established universities may afford diverse, comprehensive subscriptions because of greater financial allocation in their library budgets, national polytechnics and rural institutions face acute resource constraints. In Kenya, the digital divide between Universities and TVET institutions is a reality. Inconsistencies in the availability of information resources in higher education academic libraries have been a longstanding challenge, with university libraries receiving more funding than TVETS libraries. For example, universities such as the University of Nairobi and Egerton University, which are members of the Kenya Library and Information Services Consortium

(KLISC), benefit from discounted subscriptions to databases such as Emerald, JSTOR, and Springer (Mutula & Kiruki, 2021). However, TVET institutions like RVNP continue to face common challenges, such as limited budgets, and these limited library budgets compete with other essential needs, such as laboratory equipment, infrastructure maintenance, and staff salaries (Ayilo & Kemboi, 2023).

However, there is little effort made in TVET institutions' libraries compared to university libraries, leaving students with insufficient access to current, specialised resources required for technical training (Republic of Kenya, 2018). Mukundi and Njuki (2019) highlighted the importance of integrating digital libraries in TVET institutions in Nyeri County, Kenya. They argued that digital libraries support competency-based education and training (CBET) and promote sustainable development. This gap creates a digital divide, with university learners more advantaged than TVET students.

Delays in acquisition caused by bureaucratic processes are another major issue. It can take months to years before purchasing new information resources due to the government's inefficient procurement systems (Nwagwu, 2019). In many developing countries, political instability causes financial instability, which negatively affects the foreign exchange needed to pay for journal subscriptions and online databases. However, opportunities to improve availability exist, despite these numerous challenges. Collaborative initiatives, such as regional consortia, for example, the South African Site Licensing Initiative (SASLI) and the Consortium of Tanzanian Universities and Research Libraries (COTUL), have secured significant discounts due to enhanced collective bargaining power, enabling wider availability of digital resources at subsidised costs (Ocholla, 2020).

Infrastructure also plays a critical role, particularly in the context of electronic resources. Poor internet connectivity, inadequate ICT facilities, and unreliable electricity supply limit the provision and accessibility of digital information resources (Chisita & Chiparausha, 2019). The predominance of traditional books in many TVET libraries in Kenya, with limited access to up-to-date journals, e-books, and online databases, clearly demonstrates a digital gap. Even when these

information resources exist, their utilisation is limited due to a lack of comprehensive user education and weak ICT infrastructure. Government initiatives such as the Kenya Vision 2030 blueprint underscore the significant role of TVET in driving industrialisation and economic growth.

Several challenges continue to hinder the availability of information resources in academic libraries, especially in Kenya's TVET sector. Poor infrastructure, such as a lack of modern ICT facilities, poor internet connectivity, and unreliable power supply, further limits the acquisition and use of electronic resources (Chisita & Chiparausha, 2019). Additionally, small TVET institutions are often inadequately supported due to inefficiencies in policy and procurement procedures, causing frequent delays and the absence of a policy framework that prioritises and evenly distributes resources (Nwagwu, 2019).

Opportunities For Improving Availability

Although limitations persist, several positive developments are improving availability. The global Open Educational Resources (OER) movement supplies free, adaptable learning materials that TVET libraries can integrate into their collections (UNESCO, 2019). In addition, Institutional repositories offer another promising avenue, allowing locally produced research such as student projects and theses to be made widely accessible. Library user demands are constantly evolving, and satisfying the information needs of all library users is a difficult task for academic libraries. Hence, many academic libraries in Kenya today have realised that no library can exist in isolation and be self-sufficient regardless of its size and following. Furthermore, academic libraries have had to contend with budget reductions, especially during the global economic recession. To diffuse these challenges, many academic libraries are forming consortia. Consortia can be found at different levels, such as international, regional, or national.

For instance, the International Network for the Availability of Scientific Publications (INASP) is a cooperative network that provides academic libraries in Africa with opportunities to access international and scholarly publications by negotiating heavily discounted or free access to online information from publishers and information providers in developed

countries. At the national level, the Kenya Libraries and Information Service Consortium (KLISC) was formed in 2003 and comprises academic libraries, research institutions' libraries, and public/national libraries. However, at the commencement of the study, RVNP was not a member of the KLISC.

Expanding KLISC's reach to include all TVET institutions could greatly improve access to international databases at lower costs, while public-private partnerships among the government, libraries, and others can broaden access to e-books, digital labs, and cloud resources. Such innovations have the potential to close the access gap and foster more equitable learning opportunities for students across Kenya.

Summary and Research Gap

The reviewed literature demonstrates that the availability of information resources plays a crucial role in determining library use, user satisfaction, and the effectiveness of teaching, learning, and research. Although several studies have examined the availability of print and electronic information resources in academic libraries, the majority have focused on universities and higher education institutions in general. In Kenya, studies have reported challenges such as inadequate funding, outdated collections, and limited access to electronic resources in TVET libraries.

However, there is limited empirical evidence on the adequacy, relevance, and availability of information resources in National Polytechnic libraries from the perspective of students, who constitute the primary users of these resources. Specifically, little is known about whether the information resources available at Rift Valley National Polytechnic Library adequately support students' academic information needs in an environment characterised by increasing enrolment and growing demand for quality TVET education. This knowledge gap necessitated the present study, which sought to assess the availability of information resources at Rift Valley National Polytechnic Library and determine the extent to which they support teaching, learning, and research activities.

Theoretical Framework

The study adopted the Expectancy Confirmation Theory (ECT) (Oliver 1980) from marketing literature concerning customer satisfaction processes. ECT holds that consumers' experience and satisfaction with prior use of a product or service determine the customer's deliberate decision to repurchase or continue using it (Anderson and Sullivan 1993; Oliver 1980, 1993). The theory compares the performance of a product or service against expectations of that service. It uses the Expectancy confirmation theory (ECT) that has four main constructs: expectations, performance, disconfirmation, and satisfaction.

First, consumers form an initial expectation of a product or service prior to purchase. Second, they accept and use that product or service. Following an initial period of consumption, they form perceptions of its performance. (Bhattacharjee, 2001). Third, they assess its perceived performance vis-à-vis their original expectations and determine the extent to which those expectations are met. Fourth, they form a satisfaction, or affect, based on their confirmation level and expectation on which that confirmation was based. Finally, satisfied consumers form a repurchase intention, while dissatisfied users discontinue their subsequent use (Bhattacharjee, 2001).

In the context of the library, users will go to the library with expectations that their information needs will be met through the use of the different information resources available. When their information needs are met, positive confirmation occurs, leading to satisfaction. Satisfied users will more often than not be repeat customers of the library and will share their experiences with friends through reviews in this age of the internet.

Buckland (1999) opines that users perceive library information resources as important in fulfilling their diverse information needs and will actively engage with them when they are available and relevant. Users evaluate the benefits of utilising information resources based on their expectations, which influence their decision on whether library use is worthwhile. Previous experiences with library services also shape users' perceptions of service quality and their willingness to continue using library resources. When users' information needs are met, satisfaction is likely;

however, when resources are unavailable or inadequate, users may become dissatisfied and develop negative attitudes towards the library.

METHODOLOGY

This study adopted a descriptive case study design to assess the availability of information resources at Rift Valley National Polytechnic (RVNP). A case study research design was selected because it enables an in-depth study, a comprehensive understanding within a specific institutional context and is effective for describing, comparing, and evaluating complex aspects of a research problem (Zainal, 2007). The study was conducted at the RVNP library, located on the institution's main campus in Nakuru County, Kenya. RVNP is the largest public Technical and Vocational Education and Training (TVET) institution in the county, offering a wide variety of technical programs. Its library, described as a modern hybrid library, provides both print and electronic resources, making it a suitable site for this study. The target population consisted of second and third-year diploma students, totalling 2,115. Year 2 included 1,113 students, while Year 3 comprised 902 students.

Data on student and departmental populations were obtained from the Management Information Office at RVNP. The sample size is a research term that refers to the number of individuals included in a study that is representative of the entire population. The sample size, therefore, refers to the total number of respondents included in a study. The sample size in this case was 206 students, calculated using Yamane's (1967) formula, which is suitable for populations with known sizes. Data collection relied on student questionnaires. The questionnaires captured quantitative data on the availability of library information resources. Quantitative data were entered into SPSS and analysed using descriptive and inferential statistics.

FINDINGS AND DISCUSSION

The purpose of this study was to assess the determinants of library information resource use for academic success among students at Rift Valley National Polytechnic (RVNP). The study objectives were: to establish the availability of information resources at the RVNP library to meet students' information needs; to examine the access and

utilisation of library information resources among students at Rift Valley National Polytechnic Library to fulfil their information needs; and to analyse Library users' experiences and satisfaction with the information resources at RVNP library in meeting their academic information needs. A total of 206 respondents were selected.

Response Rate

A total of 206 questionnaires were selected using the sampling techniques employed in the study. A total of 206 questionnaires were successfully administered to the targeted respondents, resulting in a 100 per cent response rate (Table 1).

Table 1. Questionnaire Response Rate

Category of Respondents	Observed Frequency	Expected Frequency Rate	Response
Second-Year Students	113	113	100.0%
Third Year Students	92	92	100.0%
Librarians	1	1	100.0%
Total	206	206	100.0%

Note. All respondent categories achieved a 100 per cent response rate, indicating full participation.

The high response rate was achieved through a vigorous data collection effort. The researcher collected the data herself. Using contact persons made data collection easier. According to Mugenda and Mugenda (2003), a response rate of 80 per cent or higher indicates a good representation of the population.

Demographic Information of Respondents

As shown in Figure 1, (54.9%) of the respondents were in year two of their studies, while (45.1%) were in their third year of studies, which is the final year of studies

in the Kenyan TVET system. The study purposively targeted second- and third-year students because they were more likely to be familiar with the available college library resources and to utilise them. This postulation was consistent with Whitmore (2001), who found that a student's level of library use increased each successive year of the study. Hence, the selected students were likely to provide the best sample for evaluating the availability, access, and user experience of library information resources at the institution.

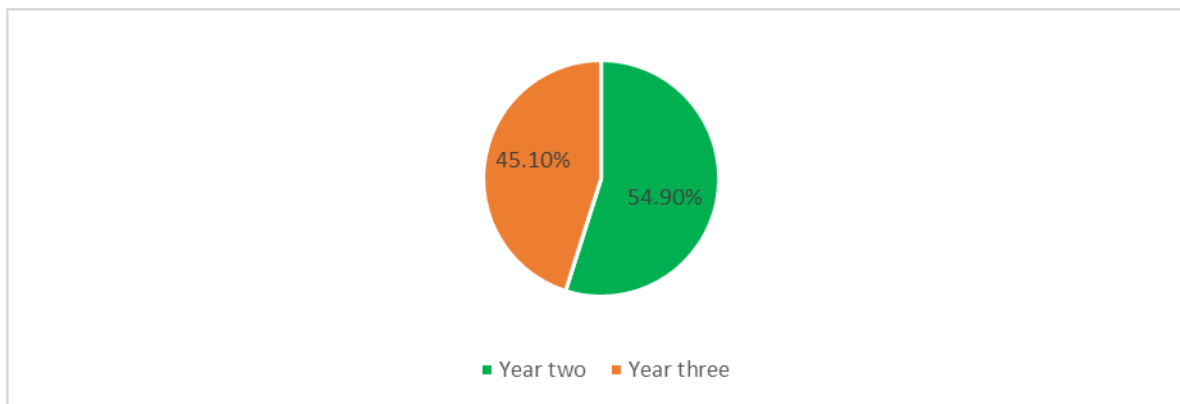


Figure 1: Year of study

Department Affiliation of Students

The results in Figure 2 show that most (35.9%) of the students were students of programs in the department of liberal sciences and business studies.

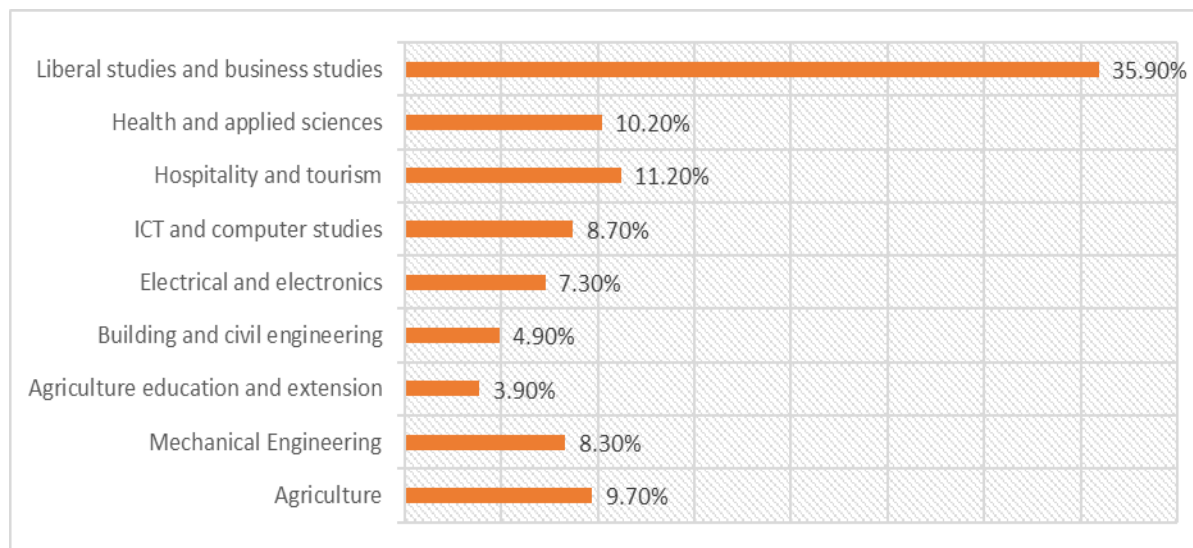


Figure 2: Department affiliation

The higher representation of students from Liberal Sciences and Business Studies may be due to larger enrollments in these programs than in other departments at RVNP.

It may also reflect the department's greater engagement with library resources, possibly because the coursework in these programs typically requires extensive reading, research, and use of information materials.

Information Resource Availability by Year of Study

The results of the availability of information resources by year of study are shown in Table 2. The findings on the availability of information resources at Rift Valley National Polytechnic (RVNP) revealed that the availability of books was consistent across both year 2 and year 3, with (83%) and (89%) respectively, confirming uniformity in access. This implies that the dominance of traditional information resources in TVETs, particularly books, underscores the continued over-reliance on print-based resources in TVET libraries, with limited opportunities to access digital content. This observation is consistent with Njuki (2019), who noted that most Kenyan TVET libraries

remain largely traditional, prioritising print collections over digital resources.

Internet access was ranked second as the most available information resource after books, (33%) of second-year students and (39%) of third-year students. These percentages in both years indicated very limited internet use, which is insufficient to support learning and effective academic research. Okello (2020) similarly identified limited internet bandwidth and unstable connectivity as persistent barriers to resource access in East African tertiary institutions. The notable lack of reliable internet access limits students' opportunities to access and experience a variety of information resources in global knowledge.

Other resources, such as newspapers and magazines, were reported to be available to only (21%) of students, who reported access to newspapers and (14%) acknowledging the presence of magazines. The findings suggest the lack of an institution to prioritise allocating financial resources in its budget to purchase periodicals for the RVNP library. Electronic resources were the least available, with only 2–4 per cent of students reporting access. This shows the absence of e-resources highlights a notable gap in the library's

capacity to meet the evolving needs of modern academic users, especially Gen Z learners, who are characterised as digital natives. Students are restricted from accessing a variety of essential scholarly databases, e-books, and peer-reviewed journals, thereby denying them the opportunity to engage with global knowledge emerging across their disciplines. These findings agree with Mwantimwa (2020), who reported that vocational colleges in Tanzania face similar challenges, with e-resources often unavailable

or inaccessible due to weak ICT infrastructure and high subscription costs.

Notably, the Pearson Chi-square results indicated no statistically significant differences between second- and third-year students across all resources, suggesting that the availability challenges experienced are uniform and systemic to both cohorts.

Table 2. Information Resources Availability by Year of Study

Information Resource	Books		Newspaper		Electronic Resources		Magazines		Internet	
	No	yes	No	yes	no	Yes	No	yes	no	Yes
Year two	17%	83%	76%	24%	96%	4%	88	12%	67	33%
Year three	11%	89%	82%	18%	98%	2%	85%	15%	61%	39%
Total	14%	86%	79%	21%	97%	3%	86	14%	65	35%
χ^2	0.213		0.328		0.370		0.579		0.373	

Availability of Information Resources by Department

Table 3 presents the availability of information resources by department. The results show that across the departments, the most available information resource was books, and the least available was electronic resources. This indicates that TVET libraries lag behind in providing and integrating electronic information resources into their collections. Most public libraries in Africa have not integrated digital information resources into their collections (Mwaniki 2015).

Table 3. Information Resources Availability by Department

Information Resource	Books		Newspaper		Electronic resources		Magazines		Internet	
	No	yes	No	yes	No	Yes	no	yes	no	Yes
Agriculture	10%	90%	85%	15%	85%	15%	80%	20%	75%	25%
Mechanical Engineering	18%	82%	82%	18%	100%	0%	94%	6%	53%	47%
Agriculture education and extension	0%	100%	63%	38%	88%	13%	75%	25%	25%	75%
Building and civil engineering	10%	90%	90%	10%	100%	0%	100	0%	50%	50%
Electrical and electronics	7%	93%	93%	7%	100%	0%	93%	7%	60	40%
ICT and computer studies	6%	94%	50%	50%	89%	11%	78%	22%	67%	33%
Hospitality and tourism	26%	74%	78%	22%	100%	0%	96%	4%	57%	44%
Health and applied sciences	5%	95%	100	0%	100%	0%	100	0%	91%	10%
Liberal and Business Studies	19%	81%	74%	26%	99%	1%	80%	20%	66	34%
Total	14%	86%	79%	21%	97%	3%	86%	14%	65%	35%
χ^2	0.314		0.011**		0.026**		0.094*		0.051*	

** and * significance at 5 per cent and 10 per cent level respectively.

Note: χ^2 = Chi-square test of association between department and availability of each information resource.

A Pearson Chi-square test of the results indicated a departmental difference in the availability of newspapers at the 5 per cent significance level. This means that there is a relationship between the department of study and the availability of newspapers as an information resource. Newspapers cover a range of fields, ranging from agriculture to health. The coverage of these fields is usually structured on a daily, thematic basis, focusing on currently trending topics. In this regard, it is plausible that students from fields not covered on the day's theme or that lack recent trending developments may fail to find any available information in the newspapers. Moreover, because libraries usually have inadequate copies of newspapers, the information resources are mostly utilised by students in fields covered on the day's theme, leaving them unavailable to other students.

The results further show that there is a departmental difference in the availability of electronic resources at a 5 per cent significance level. This implied that there is a relationship between the department of study and the availability of electronic resources. In essence, this means the availability of electronic resources depends on the learner's field of study. This result is consistent with that of Mukundi & Njuki (2019), who found that the majority of educational institutions lack electronic resources on green skills, such as manufacturing, agriculture, and industry.

The results also indicated a departmental difference in the availability of magazines at the 10 per cent significance level. According to McGuigan (2008), the main issues affecting periodicals collection management in libraries include the availability of technology, financial constraints, and the ways

patrons seek information. Thus, some departments may have limited magazines available due to limited budgets to subscribe to sufficient magazines for all departments and to the current trend of learners and faculty accessing periodicals online. According to the results, there was a departmental difference in internet availability. This means that the department of students' study was related to the availability of the library's internet.

Different disciplines in TVETs have different program structures and schedules. While some disciplines have predominantly theoretical classes, others like agriculture, health, and applied sciences have significantly more hours of practical lessons, hence limiting free time during the day, which learners can utilise to access the library's internet. Moreover, programs in Health and applied sciences often have practical lessons outside the college, which makes the library's internet unavailable to learners.

CONCLUSION AND RECOMMENDATIONS

Conclusion: The study concludes that although the RVNP library provides essential information resources

that support teaching and learning, significant gaps remain in the provision of electronic resources and digital information services. The analysis also suggests that there is an inequality in the availability of information resources across different academic disciplines in TVETs.

Recommendations: The study recommends that the RVNP Library invest more in electronic information resources and improve its ICT infrastructure to support access to e-resources and meet the needs of technologically oriented users. The library should also expand its information resources to accommodate the growing student population. In addition, due to budget constraints facing TVET institutions, the RVNP Library should consider joining the Kenya Library and Information Services Consortium (KLISC) to benefit from resource sharing, collaborative collection development, reduced acquisition costs, staff training, and improved access to electronic resources.

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