American Journal of
Data, Information and Knowledge Management
(AJDIKM)



Institutional Experiences in Managing Print and Electronic Library Resources in Kenya Medical Training College Libraries

Luciah Jonah, James Musovya, Zachary Ombasa, Raphael Mutiso, Nicholas Kwinga, Redempta Mutisya, Loise Mwangi, Luciana Kaloki, Emma Nthei, Gilbert Nguutu, Urbanus Mutiso Muthusi

American Journal of Data, Information and Knowledge Management
ISSN 2789-3146 (online)
Vol.7, Issue 1, pp 53 - 63, 2026
www.ajpojournals.org

Institutional Experiences in Managing Print and Electronic Library Resources in Kenya Medical Training College Libraries

[1*]Luciah Jonah, [2]James Musovya, , [3]Zachary Ombasa, [4]Raphael Mutiso, [5]Nicholas Kwinga, [6]Redempta Mutisya, [7]Loise Mwangi, [8]Luciana Kaloki, [9]Emma Nthei, [10]Gilbert Nguutu, [11]Urbanus Mutiso Muthusi
[2/4/7/8/9/11]Lecturer, Department of Nursing, Kenya Medical Training College, Makindu Campus
[1/3/5/6/10]Lecturer, Department of Clinical Medicine, Kenya Medical Training College, Makindu Campus

Article history
Submitted 16.09.2026 Revised Version Received 14.10.2026 Accepted 16.11.2026

Abstract

Purpose: To explore the institutional experiences in managing print and electronic library resources in Kenya Medical Training College libraries.

Materials and Methods: A qualitative descriptive design was employed involving purposively selected librarians and campus administrators from nine Kenya Medical Training College campuses. Data were collected through semi-structured key informant interviews and analyzed thematically to explore institutional experiences in managing print and electronic library resources.

Findings: The study found that management of hybrid library resources at Kenya Medical Training College is supported by decentralized governance structures and participatory resource acquisition processes.

Implications to Theory, Practice and Policy: The study recommended that KMTC should give priority to improving internet connectivity, upgrading the library management system to facilitate seamless access to electronic resources across campuses, expanding and regularly updating library collections, and ensuring equitable distribution of resources.

Keywords: *Hybrid Libraries, Institutional Governance, Print Resources, Kenya Medical Training College*

JEL CODES: *D83, I21, I23, O33*

INTRODUCTION

The rapid transformation of higher education has redefined the role of academic libraries from custodians of printed collections to dynamic knowledge centres that integrate print and electronic resources to support teaching, learning, research, and innovation. Consequently, effective library services depend not only on the availability of information resources but also on sound institutional management, strategic planning, and governance structures that ensure equitable access, sustainable resource development, and responsiveness to users' evolving information needs. As academic libraries increasingly adopt hybrid service models, library managers are required to balance investments in traditional print collections with expanding digital resources while ensuring efficient service delivery and optimal utilization (Yebowaah & Plockey, 2017). Managing hybrid library systems presents both opportunities and complexities. Beyond acquiring print and electronic resources, academic institutions must address issues related to collection development, budgeting, ICT infrastructure, staffing, policy implementation, and user support.

The COVID-19 pandemic intensified these managerial demands and showed how institutional arrangements shape library resilience. Campus closures forced libraries across Africa to move rapidly toward remote and digital service delivery, often with limited preparation. The library of the National University of Lesotho, for example, shifted from on-site to digital services and recorded increased database use during lockdown (Mbambo-Thata, 2021). These shifts took place under budgetary pressure and uneven institutional support. In Zimbabwean university libraries, librarians reported little management support for data and equipment, and late renewal of electronic resource subscriptions because of budgetary constraints; open access resources were used where subscriptions were difficult to sustain, and the study called for policies and a stakeholder approach to library support (Chigwada, 2022). In Cameroonian public universities, the transition from physical to digital collections was constrained by insufficient budgets, limited staff skills, and inadequate infrastructure, and the institutional response included redesigning library policies and developing new strategic plans (Bawack, 2023).

The Consortium of Uganda University Libraries similarly identified funding and licensing costs as major challenges and responded through collective strategies, including open access, remote access, and longer licensing periods (Kiwelu, Karungi, & Mwesigwa, 2022). In Kenya, libraries at Kenyatta University and Meru University of Science and Technology revised circulation policies in line with government directives, halting the loaning of print resources while expanding database subscriptions. Their librarians cited weak cooperation, inadequate digital skills, understaffing, and poor networks as obstacles, and the study recommended that university management invest in staff capacity and ICT infrastructure (Musungu & Maina, 2023). Together, these studies suggest that how institutional leaders respond to digital disruption and budget constraints, through policy redesign, consortium arrangements, and capacity investment, is central to the sustainability of hybrid library services.

Studies have shown that institutional leadership, governance arrangements, financial investment, and technological capacity significantly influence the effectiveness of library services and the sustainability of digital transformation initiatives (Kojo, Sakibu, & Urthur, 2018). As institutions continue to embrace digital technologies, understanding how library managers navigate these organizational and operational demands has become increasingly important for improving service

quality and ensuring that investments in library resources translate into meaningful educational outcomes. Management of hybrid libraries at Kenya Medical Training College (KMTC) involves decentralized governance structures, resource acquisition processes, ICT support, and collaboration between campus administrators and library personnel. While previous studies have largely examined library resource utilization, user preferences, and barriers to access, and post-pandemic research has focused mainly on university libraries, less attention has been given to the institutional experiences of those responsible for managing hybrid library services in middle-level health training institutions. This study therefore explored the experiences of library managers and institutional leaders in managing print and electronic library resources in selected KMTC libraries to generate evidence for strengthening library governance, resource management, and service delivery.

Problem Statement

The transition from traditional print libraries to hybrid library systems has fundamentally changed the responsibilities of academic library management. Institutions are expected to establish governance structures, sustainable financing mechanisms, ICT infrastructure, collection development strategies, and user support systems that ensure both print and electronic resources effectively support teaching, learning, and research. Achieving these expectations requires continuous adaptation to technological change while maintaining equitable access to quality information resources. Despite these expectations, evidence from Kenya Medical Training College (KMTC) indicates considerable variation in library capacity and management experiences across campuses. Qualitative findings revealed differences in physical library capacity, decentralized procurement practices, resource adequacy, staffing levels, ICT infrastructure, and institutional support for electronic resource management. Library managers also reported recurring concerns regarding inadequate budgets, outdated collections, limited staffing, deficiencies in the library management system, and challenges associated with implementing digital library services across campuses.

As a public institution, KMTC operates within the national public financial management and procurement framework, and its procurement is governed by the Public Procurement and Asset Disposal Act, 2015 and its 2020 Regulations (Republic of Kenya, 2015). Where library funding depends on exchequer allocations and institutional revenue, and acquisitions must follow prescribed procurement procedures, the administrative autonomy of campus librarians in selecting, acquiring, and maintaining print and electronic resources may be limited. Studies of Kenyan public-sector libraries similarly report that budget allocation and procurement legislation shape collection development (Kamau & Elegwa, 2022), that financial constraints are a major impediment to acquisition (Bonaya, 2023), and that inadequate procurement guidance and reliance on vendors can reduce library control over ICT services (Mwai, Kiplang'at, & Gichoya, 2016).

Existing literature has predominantly examined academic libraries from the users' perspective by focusing on resource utilization, preferences, information-seeking behaviour, and barriers to access (Kojo, Sakibu, & Urthur, 2018; Ama & Undie, 2021; Halloumeh & Jirjees, 2016). Consequently, comparatively little attention has been given to the institutional experiences of librarians and academic leaders responsible for planning, governing, and managing hybrid library

systems, including how public-sector financing and procurement arrangements shape their administrative autonomy, particularly within middle-level health training institutions in sub-Saharan Africa. Without understanding these institutional experiences, efforts to strengthen library services may fail to address the organizational realities that influence resource management and service delivery. This study therefore explored the experiences of library managers and institutional leaders in managing print and electronic library resources in selected KMTC libraries to generate evidence that can inform library governance, strategic planning, and sustainable management of hybrid academic libraries.

Empirical Review

Management of hybrid academic libraries has become increasingly important as higher education institutions integrate print and electronic resources to support teaching, learning, and research. Previous studies have shown that effective management of hybrid libraries depends on institutional governance, strategic planning, sustainable financing, ICT infrastructure, staffing, and user support. Younger (2010) observed that academic libraries must continuously redesign their services to ensure equitable access to digital information resources, particularly for users working outside traditional library settings. Similarly, Yusuf, Hanafi, and Muhajir (2018) reported that effective library services require sound collection development, adequate funding, well-organized information resources, and supportive library personnel. Kojo, Sakibu, and Urthur (2018) further argued that successful management of electronic resources requires institutional commitment to technological infrastructure, continuous investment, and organizational capacity to support digital transformation. Collectively, these studies demonstrate that the effectiveness of hybrid libraries is influenced not only by the availability of resources but also by institutional management practices.

Library consortia are a central mechanism through which libraries in resource-constrained settings manage electronic resource subscriptions. In Kenya, the Kenya Libraries and Information Services Consortium (KLISC) was established in 2003 to enable collective subscription to electronic resources and to cope with rising information costs (Farrow, 2011; Mwaurah & Namande, 2021). KLISC apportions subscription costs by institution type, with universities carrying most of the cost and non-university members, including government tertiary colleges, paying a smaller share (Farrow, 2011). Such arrangements help institutions with limited budgets, but they place demands on library managers, who must secure timely funds from institutional management, communicate their information needs to the consortium, and promote use of the resources subscribed to on their behalf. Mwaurah and Namande (2021) found that KLISC member libraries experienced delays in the release of funds by management, slow internet connectivity, low user awareness, and weak ICT skills among staff and users, while the consortium itself faced late payment of subscriptions and limited communication from members. They recommended mini-consortia for specialized fields. Farrow (2011) similarly noted that type-based cost sharing suits specialist institutions but does not necessarily reflect actual usage. For health training institutions, multidisciplinary consortium packages may therefore not fully match programme-specific needs, and managers may need to supplement them with other sources. The KMTC library, for example, reports KLISC membership alongside registration for HINARI and access to donated UpToDate resources.

Library managers in health training institutions also work within professional regulatory requirements. Regulators of health professions education treat library resources as part of the

institutional capacity they assess. For nursing programmes, the Nurses (Accreditation of Training Courses) Regulations, 2013 require applicants to describe the size and quality of the library, ICT, and equipment developed for each course, and to demonstrate adequate human, physical, and financial resources; accredited institutions must also submit annual reports and a detailed self-evaluation every three years, and may be subject to periodic investigation (Republic of Kenya, 2013). Similar expectations are likely to apply to other health cadres trained in middle-level colleges. These provisions suggest that library holdings, in print and electronic form, serve not only users but also as evidence of institutional compliance, and that managers must balance consortium-based electronic access, which is shared and not held locally, against holdings that inspectors can verify. Empirical evidence on how library managers in health training institutions navigate these combined consortium and accreditation pressures remains scarce.

While previous studies have generated important evidence on library users and resource utilization, considerably less attention has been given to the organizational processes and institutional experiences that shape the management of hybrid academic libraries, including how managers work within consortium arrangements and professional accreditation requirements. Understanding these managerial perspectives is critical for strengthening governance, resource planning, and sustainable digital transformation within academic libraries. This study therefore explored the experiences of librarians and campus administrators in managing print and electronic library resources in selected Kenya Medical Training College libraries to provide institutional insights for strengthening hybrid library management.

MATERIALS AND METHODS

This study employed a qualitative descriptive design to explore institutional perspectives on the utilization of print and electronic resources in Kenya Medical Training College (KMTC) libraries. The qualitative component formed part of a broader mixed-methods study but was analysed independently to provide an in-depth understanding of stakeholders' experiences regarding library resource utilization, management practices, and service delivery. The study was conducted in nine KMTC campuses purposively selected from three geographical regions (Nairobi, Central, and Upper Eastern) based on the availability of established libraries, ICT laboratories, resident librarians, and ICT officers. Participants comprised college principals and librarians, who were purposively selected because of their direct responsibility for library administration, policy implementation, and resource management. A total of 12 key informants (4 principals and 8 librarians) participated in the interviews. Participant recruitment continued until data saturation was achieved, ensuring that no substantially new information emerged from subsequent interviews.

Data were collected using a semi-structured key informant interview guide that explored four broad areas: library resource utilization, availability of print and electronic resources, governance and management practices, and challenges affecting library service delivery. Face-to-face interviews were conducted within participants' respective campuses, digitally recorded with permission, and subsequently transcribed verbatim for analysis. The interview transcripts were analysed using thematic analysis. The researchers repeatedly read the transcripts to familiarize themselves with the data before coding meaningful text segments. Similar codes were grouped

into categories and subsequently organized into broader themes that reflected participants' shared experiences regarding library resource utilization and management. Representative quotations were selected to illustrate each theme while preserving participants' anonymity through respondent identifiers. Ethical approval for the study was obtained from the KMTC College Research and Ethics Review Committee (CRERC), an independent institutional ethics review committee, and the National Commission for Science, Technology and Innovation (NACOSTI). Written informed consent was obtained from all interview participants before data collection. Confidentiality was maintained by anonymizing participant identities and restricting data use to the purposes of the study.

FINDINGS

The qualitative inquiry included twelve key informants comprising eight librarians and four campus principals drawn from the nine selected Kenya Medical Training College campuses. Participants possessed extensive experience in library administration and institutional management, enabling them to provide detailed perspectives on resource availability, utilization, governance structures, and challenges affecting print and electronic library services. The findings are presented according to the major themes that emerged during thematic analysis.

Theme 1: Institutional Experiences with Library Resource Utilization and User Preferences

Most key informants reported that print resources remained the dominant source of information among both students and faculty despite the increasing availability of electronic resources. Participants attributed this preference largely to unreliable internet connectivity, limited access to electronic resources, and users' familiarity with printed materials. Respondent 3.1 explained, *"I would say it's optimum…The utilization of print resources is relatively high, while electronic resources face challenges due to internet connectivity… Faculty and students generally prefer print resources due to internet instability."* Similarly, Respondent 7.2 observed, *"For print, it is very much utilized; for electronic, it's also utilized but I cannot say to the maximum because sometimes we don't have those materials."*

Several participants associated the lower uptake of electronic resources with inadequate technological competence among some users. Respondent 9.1 pointed out, *"Electronic materials are a challenge, so we have a long way to go, so mostly what is available is the print."* Nevertheless, respondents acknowledged that resource preferences were context-dependent. Electronic resources were valued because they allowed remote access and greater convenience, whereas print resources served as reliable alternatives during internet or electricity disruptions. As Respondent 1.1 stated, *"Right now they are showing a preference for electronic because they can utilize those outside the library, and then, of course, for the staff because of shortage constraints, it's very difficult for staff to stay in the library, the electronic is more convenient."* Conversely, Respondent 5.2 emphasized the vulnerability of electronic resources, *"Because sometimes when we don't have electricity, that's another challenge [associated with the use of resources]."*

Age-related differences also emerged. Older faculty generally preferred printed materials, while younger users were perceived to be more comfortable with digital resources. Respondent 5.1 explained, *"I don't know the study habits of our students, but for faculty, for somebody like me (the old school in me), I prefer the print which I can underline, I can circle, but for the students, most*

of them are media-wired, maybe I can say they prefer, but the faculty, there are some members who are very good in electronics and prefer e-books because they don't want to carry the books. For the students, I might not tell a lot." Respondent 4.1 similarly added, *".....the new generation would prefer the electronic over the print."*

Theme 2: Availability and Capacity of Library Resources

Participants consistently reported that KMTC libraries possessed both print and electronic collections. Available resources included textbooks, journals, computers, downloaded e-books, research articles, and online information resources. Respondent 3.2 stated, *"We have both print and non-print resources (E-books) .... the printed resources we have on the shelves."*

Despite this availability, respondents questioned whether the existing collections adequately met users' needs. Respondent 7.2 explained, *'Although [these resources are available], it's hard to say they are adequate because we don't get all the books that we need; sometimes we need more books, and we don't get them.'* Physical infrastructure also differed considerably across campuses. Library seating capacity ranged from approximately 30 to over 200 users. Respondent 9.1 reported, *"It can hold around not more than 30 students at a go"* In contrast, Respondent 8.2 indicated, *"It [seating capacity] is 206."*

Theme 3: Library Governance and Resource Management

Participants described a decentralized library management structure in which campuses received budget allocations and participated in procurement decisions while adhering to institutional policies developed at the headquarters. Respondent 4.2 stated, *"...It was decentralized this year, and a circular was issued that we can purchase books this year 2023/24."* Library procurement was reported to involve consultation with academic departments and users. Respondent 3.1 stated, *"The books we usually pick the titles from staff then we order…."* *Similarly,* Respondent 4.2 explained, *"When the books are available online or not available, we normally sit down with the HOD of the department, and then we look for the way forward…."*

Despite these participatory mechanisms, respondents indicated that procurement decisions were frequently constrained by inadequate funding. Respondent 1.1 stated, *"...The allocation is not enough to procure all the required learning resources…"*

Theme 4: Institutional Challenges Affecting Library Service Delivery

Participants identified several institutional barriers limiting effective library management. These included inadequate learning materials, insufficient funding, limited staffing, lack of integrated library management systems, inadequate computers, outdated electronic resources, limited physical space, and inconsistent internet connectivity. Respondent 3.2 summarized these concerns, *"Inadequate learning materials printed, then we have dead stock, the ones we have stored, and they are not enough. The last one is a lack of an internal library management system."*

Financial limitations were repeatedly cited as respondent 9.1 explained, *"I don't think they are adequate, as per the population... because the books are not cheap, so we may not purchase enough but we do buy."* Participants further reported disparities in resource availability across departments. Respondent 7.2 observed, *"Per department, they are not adequate, but if you give a percentage, it's around 60 to 70%."* Respondent 5.2 similarly noted, *"They are not really adequate.*

But they are around 75%. We need more." Limited staffing was another recurring challenge. Respondent 2.1 stated, *"We have others like staffing. We have only one librarian in that library. So staffing is an issue!"*

Theme 5: Governance Constraints and User Behaviour

Participants reported that budgetary limitations substantially influenced decisions regarding acquisition of print and electronic resources. Some institutions prioritized print resources because of inadequate ICT infrastructure, while others viewed electronic resources as a cost-effective long-term investment. Respondent 1.1 explained*, "...The allocation is insufficient to procure all the required learning resources…Print tends to be given priority because of the constraints of access to the e-books."* Conversely, Respondent 7.1 stated, *"Electronic is cheaper, so when you are constrained with a budget, it's easier to get electronic."* Long-term institutional planning also favoured digital transformation. Respondent 2.1 remarked, *"The reason, one of the reasons is the storage space."* then he added *"It is a long-term plan!..I think we are going the digital way!"*

Participants further highlighted behavioural and technical barriers among users. Some students visited libraries only during examinations and experienced difficulties navigating electronic resources. Respondent 6.1A explained, "*Students utilize the library mostly during exams. Sensitization is needed for consistent use… Some students don't know how to navigate the e-library. Sensitization is needed for both students and faculty."*

Summary

The qualitative findings demonstrate that KMTC has made considerable progress in establishing hybrid libraries that provide both print and electronic resources across its constituent campuses. Key informants confirmed the existence of library facilities, print collections, computers, e-books, journals, and decentralized governance structures that involve campuses in budgeting and procurement processes. Participants acknowledged that users generally have access to both print and electronic resources and that procurement decisions are informed by the needs identified by academic departments and students. Nevertheless, respondents observed considerable variation in the adequacy of resources and physical infrastructure across campuses, with library seating capacities ranging from approximately 30 to more than 200 users and notable disparities in resource availability between academic departments.

The study further revealed that management of hybrid library resources is constrained by a combination of institutional, technological, financial, and user-related factors. Financial limitations continue to affect acquisition of print materials, computers, and electronic resources, while deficiencies in the existing electronic library system limit cross-campus access to e-books. Participants also identified inadequate staffing, limited physical space, inconsistent internet connectivity, occasional power interruptions, and insufficient information literacy among some users as major barriers to effective library service delivery. Despite these challenges, respondents expressed optimism regarding the institution's long-term transition towards digital library services, emphasizing that successful implementation will require sustained investment in infrastructure, governance, user training, and resource development.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study concludes that Kenya Medical Training College (KMTC) has established hybrid library systems that integrate both print and electronic resources through decentralized governance and participatory resource management practices. However, effective management of these resources is constrained by institutional challenges, including inadequate funding, disparities in resource distribution across campuses, limited staffing, insufficient physical infrastructure, deficiencies in the library management system, and unreliable ICT infrastructure. Although print resources remain indispensable because of their accessibility and reliability, institutional stakeholders recognize that electronic resources are central to the future of academic library services. The findings therefore suggest that successful management of hybrid libraries requires sustained investment in infrastructure, strengthened governance, enhanced information literacy programmes, and adequate financial support to ensure equitable, efficient, and sustainable access to quality library resources across all KMTC campuses.

Recommendations

The study recommended that Kenya Medical Training College (KMTC) strengthen the management of its hybrid library system through sustained investment in both print and electronic resources. Priority should be given to improving internet connectivity, upgrading the library management system to facilitate seamless access to electronic resources across campuses, expanding and regularly updating library collections, and ensuring equitable distribution of resources. In addition, KMTC should institutionalize continuous information literacy and digital skills training for students and faculty, strengthen library staffing, and provide adequate financial support for library infrastructure and resource acquisition. These measures will enhance the efficiency, accessibility, and sustainability of library services while supporting the College's long-term digital transformation agenda.

Suggestions for Further Studies

Future qualitative studies should explore students' and faculty members' lived experiences in accessing and utilizing hybrid library services to complement the institutional perspectives presented in this study. Such studies would provide a more comprehensive understanding of how users perceive the effectiveness of print and electronic library resources and identify opportunities for improving user-centred library services. Further research should also examine the implementation of digital transformation strategies within academic libraries, particularly the effectiveness of integrated library management systems, electronic resource sharing mechanisms, and institutional governance models in supporting sustainable library service delivery.

REFERENCES

Ama-Abasi R. Daniel1 , Undie M. Agba, (2021)- Students demographic variables as determinants of utilisation of information resources among undergraduates of universities in South-South Nigeria. Indian Journal of Library Science and Information Technology. January-June, 2021; 6(1):33-39.

Bawack, R. (2023). Covid-19 pandemic and library and information professionals in Cameroon: Challenges and opportunities. Library Philosophy and Practice (e-journal), Article 7861. https://digitalcommons.unl.edu/libphilprac/7861

Bonaya, K. S. (2023). An assessment of selection and acquisition practices in meeting library users' information needs at Kenyan National Museum Library. Performance Measurement and Metrics, 24(1), 43-50. https://doi.org/10.1108/PMM-04-2021-0015

Chigwada, J. (2022). The impact of COVID-19 on academic library service delivery in Zimbabwe. International Journal of Librarianship, 7(1), 43-55. https://doi.org/10.23974/ijol.2022.vol7.1.222

Farrow, E. (2011). We're all in this together: Library consortia cost sharing models. International Network for the Availability of Scientific Publications (INASP). https://assets.publishing.service.gov.uk/media/57a08ab5ed915d622c000877/we_are_all_in_this_together.pdf

Halloumeh, K. A., & Jirjees, J. M. (2016). Electronic versus Print Journals in Academic Libraries in Abu Dhabi: Preference & Problems. *Advances in Journalism and Communication*, *4*(04), 113.

Kamau, G. W., & Elegwa, A. L. (2022). Factors influencing collection development process at the University of Nairobi Library. Library Management, 43(3/4), 207-217. https://doi.org/10.1108/LM-09-2020-0127

Kenya Medical Training College. (2019). Sensitization for youth, women and persons with disability owned enterprises (AGPO) [Brochure]. https://kmtc.ac.ke/wp-content/uploads/2019/06/Bronchure-Document-on-Sensitization-for-the-Youth-Women-and-Persons-With-Disability-Owned-Enterprises-AGPO.pdf

Kenya Medical Training College. (2021). Library monthly report: Makindu Campus. Unpublished internal document. Retrieved from KMTC Makindu Campus Library archives

Kiwelu, J. E., Karungi, J., & Mwesigwa, A. (2022). Strategies for sustainable access to electronic resources by the Consortium of Uganda University Libraries during the Covid-19 pandemic. KLISC International Conference, 96-115. https://ecommons.aku.edu/book_chapters/476

Kojo Bawa Dukper, Bawa Sakibu & Beatrice Arthur,2018: Awareness and Utilization of Electronic Library Resources by Students of Tamale Technical University, http://digitalcommons.unl.edu/libphilprac

Mbambo-Thata, B. (2021). Responding to COVID-19 in an African university: The case of the National University of Lesotho library. Digital Library Perspectives, 37(1), 28-38. https://doi.org/10.1108/DLP-07-2020-0061

Musungu, M. S., & Maina, J. (2023). Accessibility and utilization of information resources in the post COVID-19 era: A case of selected university libraries in Kenya. KLISC Journal of Information Science and Knowledge Management, 1(1). https://journals.klisc.or.ke/jiskm/article/download/3/3/17

Mwai, N., Kiplang'at, J., & Gichoya, D. (2016). Outsourcing information communication technology services in selected public university libraries in Kenya. Inkanyiso: Journal of Humanities and Social Sciences, 8(1), 44-[end page]. https://core.ac.uk/download/478437259.pdf

Mwaurah, N. W., & Namande, B. W. (2021). Challenges that affect the utilization of KLISC's resources and services at University of Nairobi. International Journal of Librarianship, 6(1). https://doi.org/10.23974/ijol.2021.vol6.1.128

Republic of Kenya. (2013). The Nurses (Accreditation of Training Courses) Regulations, Legal Notice No. 72 of 2013. Kenya Gazette Vol. CXV, No. 65. https://new.kenyalaw.org/akn/ke/act/ln/2013/72/eng@2022-12-31

Republic of Kenya. (2015). Public Procurement and Asset Disposal Act, No. 33 of 2015. Government Printer.

Suleiman, Y., Hanafi, Z. B., & Tanslikhan, M. (2018). Perceived influence of library services on students' academic achievement in secondary schools in Kwara State, Nigeria. Library Philosophy and Practice.

Yebowaah, A.F., & Plockey, D.D.F. (2017). Awareness and use of electronic resources in University libraries: A Case Study of University for Development Studies Library. Library Philosophy and Practice (e-journal)