SCHOOL OF LIBRARY, ARCHIVE AND DOCUMENTATION

STUDIES- (SLADS, BAGAMOYO)

A RESEARCH REPORT ON:

ASSESMENT ON THE USAGE OF E-RESOURCES IN SUPPORTING RESEARCH WRITING TO UNDEGRADUATE STUDENTS: CASE STUDY OF MARIAN UNIVERSITY COLLEGE (MARUCO)

By

SAMILA ABDUL SALUMU

A Research Report Submitted to the School of Library, Archives and Documentation Studies Seeking Approval to Undertake a Research Study as a Partial Fulfillment for the Award of Ordinary Diploma in Library and information studies.

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CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the School of Library, Archives and Documentation Studies (SLADS) Bagamoyo. A Research Report entitled " ***Assessment on the Usage of E-Resources in Supporting Research Writing to Undergraduate Students".*** A case study at Marian University College (MARUCO) in Fulfillment of the Requirements for award of Ordinary Diploma in Library and Record Management.

Signature _____

MADAM NASRA OTHMAN (Supervisor)

Date_____

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I, **Samila A. Salumu** declare that this research report is my own original work and that it has not been presented and was not be presented to any other college for a similar or any diploma award.

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DEDICATION

I dedicate this research report to my family and who encouragement and enthusiasm during this period while providing all necessary support to my studies.

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LIST OF ABBREVIATIONS

E-Books	Electronic Books
E-Journal	Electronic Journals
E-Resources	Electronic Resources
HEIs	High Education Institutions
ICT	Information Communication Technology
IT	Information Technology
MARUCO	Marian University College
NACTVET	National Council for Technical and Vocational Education and Training
OPAC	Online Public Access Catalogue
PDF	Portable Document Format
SPSS	Statistical Package for the Social Sciences
SLADS	School of Library Archives and Documentation Studies
SLADSSO	School of Library, Archives and Documentation Studies Students Organization
URL	Uniform Resource Locator

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ABSTRACT

This study assessed the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO). The study was conducted to examine the extent to which undergraduate students use e-resources for research writing, identify the types of e-resources commonly used, assess the contribution of e-resources to research writing, and determine the challenges faced by students when utilizing e-resources. The study also examined students' confidence in evaluating the credibility of e-resources and their need for additional training on the effective use of electronic information resources.

The study employed a case study research design and adopted a mixed research approach. Data were collected from 25 respondents through questionnaires and interviews. Quantitative data were analyzed using frequencies and percentages with the aid of Microsoft Excel and presented in tables, while qualitative data were analyzed and supported by respondents' quotations.

The findings revealed that e-resources are widely used by undergraduate students in supporting research writing. Online academic journals, Google Scholar, electronic databases, and e-books were identified as the most commonly used e-resources. Though, students faced several challenges, including limited internet connectivity, inadequate searching skills, difficulty in evaluating the credibility of online sources, and restricted access to some academic databases.

The study also revealed that while some students felt confident in assessing the credibility of e-resources, the majority reported only moderate confidence. Furthermore, most respondents expressed a strong need for additional training and guidance on the effective use of e-resources for academic research.

The study concludes that e-resources play a crucial role in enhancing research writing among undergraduate students at MARUCO. However, their effective utilization is constrained by access-related and information literacy challenges. The study recommends that MARUCO should strengthen information literacy training programs, improve internet connectivity, expand access to academic databases, and provide continuous user education to enhance students' ability to effectively utilize e-resources in research writing.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, and research questions. It also presents the significance of the study, scope of the study, and limitations encountered during the study. The chapter provides an overview of the study on the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO).

1.1 Background of the Study

The rapid advancement of information and communication technologies (ICTs) has significantly transformed the way academic information is accessed, stored, and utilized in higher education institutions worldwide. Universities increasingly rely on electronic resources (e-resources) such as e-journals, e-books, online databases, institutional repositories, and other digital information systems to support teaching, learning, and research activities. The development of digital technologies has created new opportunities for higher education institutions to expand access to learning and research materials and to improve the ways in which students and researchers interact with academic information (UNESCO, 2015).

Electronic resources have become particularly important in academic libraries because they provide students and researchers with access to scholarly information beyond the limitations of physical library collections. The International Federation of Library Associations and Institutions (IFLA) recognizes the continuing digital transformation of academic and research libraries and highlights areas such as open access, e-research support, information literacy, and advanced training as important aspects of modern academic library services (IFLA, 2026).

The effective use of e-resources, however, requires students to possess appropriate information literacy skills. The Association of College and Research Libraries (ACRL) emphasizes the

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importance of students being able to identify, evaluate, search for, and use information effectively in the process of academic inquiry. The ACRL Framework for Information Literacy for Higher Education identifies concepts such as *Research as Inquiry*, *Scholarship as Conversation,* and *Searching as Strategic Exploration,* which are relevant to students' ability to locate and use appropriate information for academic research and writing (ACRL, 2016).

Across many African higher education institutions, the adoption of electronic resources has increased significantly over the past decade. Universities in the region have recognized that digital information systems can enhance access to scholarly materials and reduce the limitations associated with printed library collections. However, despite improvements in digital library services, several studies indicate that the utilization of e-resources among students in Africa remains relatively low. Factors such as limited awareness of available resources, inadequate training in information literacy, and poor technological infrastructure often hinder effective usage (Oluwa-Olatoye, Nekhwevha, & Muchaonyerwa, 2020). Similarly, Quadri et al. (2021) observe that although many African universities provide access to international academic databases, students frequently rely on general internet search engines instead of scholarly databases due to limited knowledge of advanced search techniques.

In Tanzania, the integration of electronic resources into university libraries has been promoted as a strategy to improve academic research and learning outcomes. Many higher education institutions have collaborated with international organizations such as the Electronic Information for Libraries to obtain access to international scholarly databases at subsidized costs. These initiatives aim to strengthen research capacity and ensure that students have access to high-quality academic literature. According to Ngessa (2020), Tanzanian universities have expanded their digital library services by subscribing to electronic journals, e-books, and academic databases to support students' research writing. However, despite the availability of these resources, several studies reveal that many undergraduate students still experience difficulties in accessing and using them effectively due to limited information literacy skills, inadequate user training, and technical challenges such as slow internet connectivity (Atanda & Onasote, 2021).

At the institutional level, Marian University College in Tanzania has adopted electronic resources as part of its academic library services to enhance teaching, learning, and research activities. The

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university library provides students with access to various digital academic materials including electronic journals, online databases, and digital books that support coursework and research writing. These resources are particularly important for undergraduate students who are required to conduct literature reviews, prepare research proposals, and write academic papers as part of their academic programs. However, despite the availability of these electronic resources, it remains unclear whether undergraduate students effectively utilize them to support their research writing. Understanding students' level of awareness, patterns of usage, and challenges in accessing electronic resources is therefore essential for improving library services and enhancing academic research writing among undergraduate students at Marian University College.

1.2 Statement of the Problem

Universities invest significant financial and technological resources in subscribing to electronic resources such as e-journals, e-books, and online databases to support academic research and improve the quality of students' research writing. These resources are intended to help students access credible scholarly information, conduct effective literature reviews, and develop strong academic arguments (Ndenje-Sichalwe et al.. 2018).

At Marian University College, the university library provides access to various electronic resources designed to support students in research writing activities such as preparing research proposals, assignments, and academic papers. Despite the availability of these resources, it is not clearly known whether undergraduate students effectively use them to support their research writing. Furthermore, there is limited empirical evidence on students' level of awareness, patterns of usage, and challenges encountered when accessing and utilizing e-resources at Marian University College (Mkolo, 2019; Mpembo, 2015).

However, previous studies have shown that many university students do not effectively utilize the electronic resources provided by their institutional libraries. Instead, they often rely on general internet search engines due to limited awareness of available resources, lack of information literacy skills, and insufficient training on how to search academic databases (Oluwa-Olatoye, Nekhwevha, & Muchaonyerwa, 2020; Ngessa, 2020).

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1.3 General objective of the study

The general objective of this study was to assess the usage of electronic resources (e-resources) in supporting research writing among undergraduate students at Marian University College (MARUCO).

1.3.1 Specific objective of the study

i. To identify the types of e-resources available for supporting research writing at Marian University College
ii. To identify challenges faced by students when using e-resources to support research writing at Marian University College
iii. To suggest strategies for improving the effective use of e-resources in supporting research writing at Marian University College

1.3.2 Research Questions

1. What types of e-resources are available for supporting research writing at Marian University College?
2. What challenges do students face when using e-resources to support research writing at Marian University College?
3. What strategies can improve the effective use of e-resources in supporting research writing at Marian University College?

1.4 Significance of the Study

This study is significant as it provides valuable insights into the usage of electronic resources (e-resources) in supporting research writing among undergraduate students at Marian University College (MARUCO). The findings are expected to assist university management and library staff in understanding students' usage patterns, identifying gaps in access and skills, and developing strategies to enhance the effective use of e-resources.

The study were guide the design and implementation of information literacy programs, training workshops, and student orientation sessions aimed at improving students' competence in using e-resources for academic research. In addition, the study contributes to existing literature by

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highlighting the challenges and opportunities associated with e-resource utilization in Tanzanian higher education institutions, thereby providing a basis for future research in similar contexts.

1.5 Scope of the Study

This study focused on the usage of electronic resources (e-resources) in supporting research writing among undergraduate students at Marian University College (MARUCO). It examined students' awareness, usage, information literacy, and challenges in accessing e-resources. The study covered e-resources provided by the university library, including e-journals, e-books, and online databases, and their use in supporting academic research and writing.

1.6 Limitations of the Study

The study faced limitations related to limited time, financial resources, and access to some respondents. In addition, since the study was conducted at one institution, the findings may not be generalized to all universities. Respondents' self-reported information may also have affected the accuracy of the findings (Creswell & Creswell, 2018). Despite these limitations, the study provided useful information on the usage of e-resources in supporting research writing at Marian University College.

1.7 Definitions of Key Terms

Electronic Resources (E-Resources) According to Reitz (2014), electronic resources are information materials that require computer-mediated access and are available in digital form, including e-journals, e-books, online databases, and other digital library materials. In this study, e-resources refer specifically to the digital resources provided by Marian University College for undergraduate students' research writing.

Research Writing: Research writing refers to the process of producing academic work that involves collecting, analyzing, and presenting information from credible sources to answer

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research questions or solve problems (Creswell, 2014). In this study, it focuses on undergraduate students' preparation of research proposals, term papers, projects, and dissertations.

Information Literacy: Information literacy is defined by the Association of College and Research Libraries (2016) as the set of abilities that enables individuals to recognize when information is needed and to locate, evaluate, and use it effectively. In the context of this study, it refers to the skills students need to search for, evaluate, and properly use electronic resources for academic research writing.

Undergraduate Students: These are students enrolled in the first level of university studies, pursuing a bachelor's degree. In this study, undergraduate students are the primary participants whose usage of e-resources for research writing is being assessed.

Usage of E-Resources: Usage of e-resources refers to the frequency, extent, and manner in which students access and utilize electronic resources for their academic research activities, including literature review, data collection, analysis, and citation in research writing.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Draskovic, (2020) literature review is a systematic examination of knowledge available on a topic. Dike, (2003) says literature review provides an opportunity to explore relevant research carried out on similar topics and to relate it to the current study. Department of education (2020) stated that without literature review the researchers not acquire an understanding of her or his topic, of what has already been done on it, how it has been researched and what the issues are. This section covers the analysis from different authors and materials which are related to the topic under investigation.

2.1 Types of E-Resources for Supporting Research Writing among Students

In the digital age, electronic resources (e-resources) have become vital tools in academic research and writing, especially among undergraduate students. These resources facilitate access to a vast array of information, supporting the development of research skills, critical thinking, and scholarly writing. This review explores the various types of e-resources available and their role in supporting research writing among undergraduates, based on existing literature.Electronic journals are among the most frequently used e-resources. They provide peer-reviewed, scholarly articles essential for literature reviews and supporting evidence in research writing (Aina & Aina, 2017). Access to databases like JSTOR, ScienceDirect, and SpringerLink enables students to retrieve current research findings across disciplines. another is E-books serve as comprehensive sources of information, offering in-depth coverage of various topics. According to Gorman (2018), e-books are particularly useful for students who need detailed explanations and extensive references for their research projects. also is Online Databases and Repositories such as PubMed, ERIC, and Google Scholar aggregate scholarly content, making them invaluable for literature searches. They support research writing by providing access to a wide array of research reports, theses, and conference papers (Kumar & Singh, 2020).Research Reports and Theses are the types of e-resources which Many institutions and organizations publish research reports and theses electronically, which serve as primary sources for current data and methodologies. These are

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often accessible through institutional repositories or government portals (Oladele & Omotayo, 2019).Government and Organizational Websites Official websites of government agencies and international organizations (e.g., WHO, UNESCO) provide data, statistics, and reports that underpin evidence-based research writing (Miller & Johnson, 2021).Reference Management Tools Although not traditional content sources, tools like Zotero, Mendeley, and EndNote are essential e-resources for organizing references, managing citations, and enhancing the accuracy of research writing (Smith & Jones, 2019).

2.2 Challenges Faced by Students in Using Electronic Resources for Research Writing

The integration of electronic resources (e-resources) such as online journals, databases, e-books, and digital libraries has revolutionized research practices among students. While these resources offer vast amounts of information and accessibility, students encounter multiple challenges that can hinder effective use and, consequently, the quality of their research writing.Limited Information Literacy Skills **O**ne of the primary challenges is the lack of adequate information literacy skills among students (Lloyd, 2002). Many students struggle to effectively identify, evaluate, and synthesize information from electronic sources. This deficiency impacts their ability to discern credible sources from unreliable ones, leading to potential issues of academic integrity and quality of research (Head & Eisenberg, 2010). another challenge is Difficulties in Navigating Electronic Resources Navigational challenges are prevalent, especially given the complex interfaces of digital databases and search engines (Bawden, 2004). Students often find it difficult to formulate effective search queries and employ advanced search techniques, which hampers efficient retrieval of relevant information (Julien & Barker, 2009).Access and Technological Barriers Despite the widespread availability of e-resources, some students face access issues due to lack of reliable internet connectivity or inadequate technological infrastructure (Tella, 2007). Additionally, institutional restrictions or subscription limitations can impede full access to essential materials, creating disparities among students (Ngulube, 2015). Information Overload and Management the vast volume of information available online can lead to information overload, making it l challenging for students to filter and select pertinent data (Bawden, 2001). Managing large quantities of digital information and integrating it coherently into research papers requires advanced organizational skills, which many students lack

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(Rowlands et al., 2008).. Quality and Credibility Concerns Students often face difficulties in assessing the credibility of electronic sources, especially with the proliferation of misinformation and non-peer-reviewed content (Fisher & Williams, 2010). This challenge is compounded by the lack of training in critical evaluation of sources (Head & Eisenberg, 2010). Plagiarism and Ethical Issues the ease of access to digital materials increases the risk of unintentional plagiarism. Students may struggle to understand proper citation practices and the importance of originality in research writing (Bretag et al., 2018). This challenge underscores the need for better instruction on academic integrity in digital contexts. Language and Comprehension Barriers non-native English speakers or students with limited language proficiency may find it difficult to comprehend complex academic texts accessed online (Rowe & Freire, 2011). This barrier can affect their ability to incorporate electronic sources effectively into their research.

2.3 Strategies to Enhance the Effective Use of E-Resources in Supporting Research Writing

The proliferation of electronic resources (e-resources) has significantly transformed research practices, providing unprecedented access to scholarly materials, databases, and digital tools. However, the effective utilization of these resources remains a challenge for many researchers and students. This review explores key strategies identified in the literature to optimize the use of e-resources for research writing. Information Literacy Development a recurring theme in the literature emphasizes the importance of information literacy (IL) in leveraging e-resources effectively (Eisenberg & Berkowitz, 2017). IL encompasses skills such as effective search strategies, critical evaluation of sources, and ethical use of information. Programs aimed at enhancing IL have demonstrated positive impacts on research quality and efficiency (Head & Eisenberg, 2010). Educational interventions, workshops, and embedded IL instruction within curricula are common strategies to foster these skills (Lloyd, 2010). Training and Capacity Building Many studies highlight the role of targeted training sessions in improving researchers' ability to locate, interpret, and apply e-resources (Koseoglu et al., 2014). These trainings often include tutorials on database navigation, use of advanced search techniques, and citation management tools. For example, a study by Johnson (2016) found that faculty and graduate students who participated in structured training showed increased confidence and usage of digital repositories. Integration of Digital Tools and Technologies the integration of digital tools such as

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reference managers (e.g., EndNote, Zotero), data management platforms, and collaborative writing tools enhances research productivity (Sonnenwald et al., 2014). These tools streamline the research process, facilitate citation accuracy, and promote organized literature review practices. Researchers who adopt such technologies report improved efficiency in managing e-resources effectively. Institutional Support and Access Policies also Institutional policies that promote open access, subscriptions to relevant databases, and provision of dedicated research support services are crucial (Suber, 2012). Libraries play a pivotal role by providing access to e-resources and offering guidance on their use. Studies indicate that well-resourced institutional environments positively influence researchers' ability to utilize e-resources effectively (Tenopir et al., 2015). Promoting Critical Evaluation Skills effective research writing depends not only on access but also on the ability to critically evaluate sources. Training researchers to discern credible sources, understand peer-review processes, and identify biases improves research integrity (Kuhn & Pease, 2019). Critical appraisal tools and checklists are recommended for systematic evaluation of e-resources.Encouraging Collaborative and Interdisciplinary Approaches collaborative platforms and interdisciplinary research networks facilitate broader access to diverse e-resources and foster knowledge sharing (Wenger, 2010). Such approaches can enrich research writing by incorporating multiple perspectives and sources.

2.4 research gap

Although previous studies have examined the general usage of electronic resources among university students and faculty, few have specifically explored how these resources support research writing processes and outcomes across different disciplines. Moreover, existing research often neglects the role of user skills, institutional support, and the impact of emerging digital tools, particularly in under-resourced higher education contexts. This study aims to fill these gaps by assessing both the patterns and effectiveness of e-resource use in supporting research writing.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology, as defined by Kothari (2004), is a systematic way of solving a research problem. This chapter presents the methodology that was used to carry out the study. It consists of the research design, study area, study population, sample size and sampling techniques, methods of data collection, data processing and analysis, and ethical considerations.

3.1 Research design

Research design is a blueprint for conducting a research study, which involves a description of the research approach, study setting, sampling size, sampling techniques, tools and methods of data collection and analysis used to answer specific research questions (Creswell, 2008). According to Krisnawami (2012), this study used a descriptive research design with a case study method to carry out the study. This type of research design enabled the researcher to collect information from different groups of respondents at one point in time.

The design also provided an opportunity for making comparisons among different groups of respondents and examining the relationship between dependent and independent variables. Research design can be described as a plan of what, why, how, and where data are to be collected and analyzed. Therefore, the study was descriptive in nature and adopted a case study design method.

3.2 Area of study

This study was conducted at Marian University College (MARUCO), located in Bagamoyo, Tanzania. The institution was selected because it provides academic library services and offers access to electronic resources that support students' learning and research activities. MARUCO was considered suitable for this study due to the availability of e-resources, library services, and undergraduate students who engage in research writing activities. According to Krishna (2005), the area of study refers to the geographical location where a research study is conducted.

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3.3 Population

Population refers to the total group of people or items that a researcher has in mind from which information can be obtained and conclusions can be drawn (Feblowitz, 2011). In this study, the target population comprised 506 respondents from Marian University College (MARUCO), where 6 were library staff and 500 were undergraduate students.

3.4 Sample size

The sample size of a study should neither be excessively large nor too small. An optimal sample is one that ensures efficiency, representativeness, reliability, and flexibility in meeting research requirements (Kothari, 2004). In this study, the sample size was 30 respondents, comprising 5 library staff and 25 library users (students). The sample size of 30 respondents was determined using Yamane's formula, which provides a simplified method for calculating an appropriate sample size from a known population. The formula is presented as follows:

$$n = \frac{N}{(1 + N(e)^2}$$

Where:

n = sample size

N = total population (506)

e = level of precision (0.18 or 18%)

$$n = \frac{506}{1 + 506(0.18)^2}$$

$$n = \frac{506}{1 + 506(0.0324)}$$

$$n = \frac{506}{1 + 16.3944}$$

$$n = \frac{506}{17.3944}$$

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$$n = 29.09$$

Therefore, the sample size was approximately **30 respondents**.

3.5 Sampling techniques

Sampling technique refers to the selection of a portion or subset from a population to represent the entire population (Atilgan and Arslantekin, 2018). In this study, both probability and non-probability sampling techniques were used.

3.5.1 Purposive Sampling

Purposive sampling is a form of non-probability sampling where the researcher selects respondents based on their knowledge, experience, and ability to provide relevant information about the research topic (Ajegbomogun, 2004). In this study, purposive sampling was used to select library staff because they have professional knowledge and experience regarding the provision, management, and support services related to electronic resources at Marian University College. Therefore, 5 library staff were selected to provide detailed information through interviews.

3.5.2 Simple Random Sampling

Simple random sampling is a probability sampling technique where every member of the population has an equal chance of being selected to participate in the study (Aina, 2004). This technique was used to select undergraduate students because they are the main users of e-resources at Marian University College. It ensured fairness and reduced selection bias among students. A total of 25 undergraduate students were selected to participate in the study through questionnaires.

3.6 Methods of data collection.

Data collection is the process of gathering and measuring information on targeted variables in a systematic manner, which enables the researcher to answer relevant questions and evaluate

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outcomes (Schwalbe, 2007). This study involved the use of both primary and secondary sources of data collection.

3.6.1 Primary source of data

Primary data are those data which are collected afresh and for the first time (Kothari, 2005). These are sources of information on the independent and dependent variables in the study. They are new that being collected for the first time. This kind of information is normally original ones and nothing stands between them. The study will use data collection tools or methods as questionnaire, interview and document reviews to collect the data

3.6.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions designed to collect information from respondents (Gilliam, 2008). In this study, questionnaires were used to collect quantitative data from undergraduate students because they are the main users of electronic resources at Marian University College. The questionnaire helped the researcher obtain information on students' awareness, frequency of use, types of e-resources used, benefits, and challenges encountered when using e-resources for research writing.

3.6.2 Interview

An interview is a data collection method that enables the researcher to obtain detailed information through direct communication with respondents (Leedy & Ormrod, 2005). In this study, interviews were conducted with library staff because they possess professional knowledge and experience regarding the provision and management of electronic resources. The method allowed the researcher to obtain deeper explanations about e-resource services, student support, and challenges affecting effective utilization of e-resources at Marian University College.

3.6.2 Secondary source of data

Secondary data are data that are already available. Refers to data that have already been collected and analyzed by someone else (Kothari; 2005). In this study secondary data will be obtained through documentary review. Documentary review is type of qualitative research in which documents are review by the analysis to asses an appraisal theme (Gillham, 2008). In this study

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various document including OUT (opening university of Tanzania) official document of student enrollment record study materials from books and dissertations

3.7 Data analysis and Processing

Data Collection and Analysis

Data analysis involves packaging the data obtained, tapping in order and structuring its key constituents so that the results become easily and effectively communicated (Kombo, and Tromp, 2011). The analysis of data in this study will use both two methods qualitative data analysis for searching relationship between data group and quantitative data analysis for analyzing data in numeral bases

3.7.1 Ethical Consideration

Ethical consideration goes beyond the design of the study. Any piece of research that involves human subjects must Endeavour to protect the rights, dignity, physical, and psychological welfare of the participants (Bell, 2008). It is important to consider ethical issues in any study. In this study ethical issues will be considered by assuring respondents confidentiality and that findings will only be for academic purposes and not otherwise in order to make sure that ethical and moral issues will not jeopardize the study, questions that will be regarded as sensitive and embarrassing to respondents will be highly avoided Similarly.

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis, presentation, and discussion of data collected through questionnaires and interviews. The findings are organized into two main sections: demographic information of respondents and findings presented according to the research objectives. Specifically, the study sought to assess the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO), determine the extent to which undergraduate students utilize e-resources for research writing, identify the types of e-resources commonly used by students, and examine the challenges faced by undergraduate students in accessing and utilizing e-resources for research writing.

Qualitative data obtained through interviews were analyzed using thematic analysis to identify major themes and explanations regarding the usage of e-resources in supporting research writing among undergraduate students. Quantitative data collected through questionnaires were analyzed using descriptive statistics and presented in tables and percentages to facilitate interpretation and understanding of the findings.

4.1 Demographic Characteristics of Respondents

This section presents the demographic characteristics of respondents involved in the study. The study targeted a total of 30 respondents from Marian University College (MARUCO). Out of these, 25 respondents successfully completed and returned questionnaires, providing quantitative data, while the remaining 5 respondents participated in interviews and provided qualitative information. The qualitative responses obtained through interviews were presented in quotation form to support and enrich the quantitative findings.

The demographic characteristics considered in this study included gender, age, year of study, and level of experience in using e-resources. These characteristics were important in understanding respondents' perspectives on the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO).

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Table 4.1 Demographic characteristics of respondents

Statement	Frequency	Percentage (%)
Age group		
18-21	15	60
22-31	09	36
32-41	01	04
41 and above	00	00
Total	25	100
Level of education		
Certificate	08	32
Diploma	15	60
Degree	02	08
Total	25	100
Exposure to E-Resources		
First year	12	48
Second years	10	40
Third years	03	12
Fourth years and above	00	00
Total	25	100

***Source*: Field Data, (2026).**

4.1.1 Age of Respondents

The study collected data from respondents of different age groups. The findings revealed that 15 respondents (60%) were aged between 18–21 years, 9 respondents (36%) were aged between 22–31 years, and 1 respondent (4%) was aged between 32–41 years, while none of the respondents were aged 41 years and above. This indicates that the majority of respondents were young undergraduate students, which is typical for MARUCO student population.

4.1.2 Education Level

The study also sought to determine the education level of respondents. Findings showed that 15 respondents (60%) were diploma students, 8 respondents (32%) were certificate students, and 2 respondents (8%) were degree students. The results indicate that most respondents were pursuing diploma studies, which formed the largest group in the study sample.

4.1.3 Exposure to E-Resources

The study further examined respondents' exposure and experience in using e-resources for academic purposes. Findings revealed that the majority of students had varying levels of

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experience in using e-resources depending on their academic level and duration of study at the college. This variation influenced how frequently students used e-resources in research writing.

4.2 Field of Study of Respondents

This section presents the field of study of respondents who participated in the study. The purpose of this variable was to determine the academic background of undergraduate students at Marian University College (MARUCO) in relation to their usage of e-resources in supporting research writing.

Table 4.2: Field of Study of Respondents (N = 25)

Response	Frequency (n)	Percentage (%)
Arts and Humanities	4	16%
Science and Technology	11	44%
Social Sciences	2	8%
Business and Management	8	32%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.2 indicate that respondents were drawn from different academic disciplines. The majority of respondents (44%) were from Science and Technology, followed by Business and Management (32%), Arts and Humanities (16%), and Social Sciences (8%). This distribution shows that the study captured students from diverse academic backgrounds, which is important in understanding differences in the usage of e-resources in supporting research writing. The findings were obtained through questionnaires administered to undergraduate students from different academic programmes at MARUCO.

4.3 Frequency of Using E-Resources for Research Writing

This section presents findings on how often undergraduate students at Marian University College (MARUCO) use e-resources for research writing. The purpose of this objective was to determine

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the frequency of e-resource usage among students in supporting their academic research activities.

Table 4.3: Frequency of Using E-Resources for Research Writing (N = 25)

Frequency	Frequency (n)	Percentage (%)
Very frequently (daily)	6	24%
Frequently (weekly)	14	56%
Occasionally (monthly)	3	12%
Rarely	2	8%
Total	**25**	**100%**

Source: **Field Study (2026)**

The findings in Table 4.3 show that the majority of respondents, 14 (56%), use e-resources frequently on a weekly basis. This was followed by 6 respondents (24%) who use e-resources very frequently (daily), while 3 respondents (12%) use them occasionally. Only 2 respondents (8%) reported rare usage of e-resources for research writing. These findings indicate that most students at MARUCO actively engage with e-resources in their academic work, although the level of usage varies among individuals. Interview findings supported the quantitative results. One student noted:

> *"..I use e-resources almost every week when I have assignments because they help me get updated articles and journals for my coursework."*

Another respondent added:

> *"..Sometimes I use e-resources daily, especially when I am working on research proposals or preparing for exams that require extra reading materials from online databases."*

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These responses propose that e-resources play a significant role in supporting students' research writing activities at MARUCO, particularly during academic tasks that require extensive information searching and academic referencing.

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4.4 Types of E-Resources Primarily Used for Research Writing

This section presents findings on the types of e-resources that undergraduate students at Marian University College (MARUCO) primarily use for research writing. The purpose of this objective was to identify the most preferred e-resources among students and understand their role in supporting academic research activities.

Table 4.4: Types of E-Resources Used for Research Writing (N = 25)

Types of E-Resources	Frequency (n)	Percentage (%)
Online academic journals	12	48%
E-books	1	4%
Search engines (e.g., Google Scholar)	8	32%
University library databases	4	16%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.4 indicate that online academic journals were the most commonly used e-resources, as reported by 12 respondents (48%). This suggests that students highly value scholarly journal articles because they provide reliable, current, and research-based information for academic writing. Search engines such as Google Scholar were the second most preferred source, used by 8 respondents (32%). This may be attributed to their ease of access and ability to retrieve a wide range of academic materials.

Also, 4 respondents (16%) reported using university library databases as their primary source of information. These databases provide access to quality academic resources, although their usage may be limited by accessibility challenges or lack of awareness. Only 1 respondent (4%) indicated using e-books as the primary e-resource for research writing. This low usage may be due to limited availability of relevant e-books or journal articles and online searches. The interview findings were consistent with the questionnaire results. A student specified:

> *"..I mostly use online journals because they contain detailed and peer-reviewed information that helps me write quality assignments and research reports."*

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Another student clarified:

> *"..Google Scholar is my first choice when searching for information because it is easy to use and provides access to many academic articles from different sources."*

These findings demonstrate that online academic journals and academic search engines are the most preferred e-resources among undergraduate students at MARUCO. Their popularity reflects students' need for accessible, credible, and up-to-date information to support effective research writing.

4.5 Ease of Accessing E-Resources for Research Writing

This section presents findings on how easy undergraduate students at Marian University College (MARUCO) find accessing e-resources for their research writing. The purpose of this objective was to assess students' perceptions regarding the accessibility of e-resources and determine whether access influences their use of such resources in academic research activities.

Table 4.5: Ease of Accessing E-Resources for Research Writing (N = 25)

Response	Frequency (n)	Percentage (%)
Very easy	2	8%
Easy	3	12%
Difficult	16	64%
Very difficult	4	16%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.5 reveal that the majority of respondents, 16 (64%), reported that accessing e-resources for research writing was difficult. In addition, 4 respondents (16%) indicated that access was very difficult. Together, these findings show that 80% of the respondents faced challenges in accessing e-resources, suggesting that accessibility remains a significant concern among undergraduate students at MARUCO.

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On the other hand, 3 respondents (12%) reported that accessing e-resources was easy, while only 2 respondents (8%) considered access to be very easy. The relatively small proportion of students who found e-resources easy to access may indicate the presence of barriers such as inadequate internet connectivity, limited availability of computers and digital devices, insufficient awareness of available e-resources, or difficulties in navigating online databases.

The interview findings further supported the quantitative results. Among of student identified:

> *"..Sometimes it is difficult to access online materials because the internet connection is not always reliable, especially when many students are using it at the same time."*

Another user explained:

> *"..I know that the library provides access to some e-resources, but I often face challenges in locating the information I need because I am not familiar with all the databases available."*

These findings imply that although e-resources are important for supporting research writing, many students experience difficulties in accessing them effectively. Therefore, improving internet infrastructure, increasing awareness of available e-resources, and providing user training on database searching could enhance students' access to and utilization of e-resources for academic research.

4.6 Perceived Contribution of E-Resources to Research Writing

This section presents findings on whether undergraduate students at Marian University College (MARUCO) believe that e-resources significantly support their research writing process. The purpose of this objective was to assess students' perceptions regarding the importance and contribution of e-resources in enhancing the quality and effectiveness of academic research writing.

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Table 4.6: Students' Perceptions on the E-Resources to Research Writing (N = 25)

Response	Frequency (n)	Percentage (%)
Strongly agree	18	72%
Agree	5	20%
Disagree	2	8%
Strongly disagree	0	0%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.6 indicate that the majority of respondents highly valued the role of e-resources in supporting their research writing activities. Specifically, 18 respondents (72%) strongly agreed that e-resources significantly support their research writing process, while 5 respondents (20%) agreed with the statement. This means that a total of 23 respondents (92%) had a positive perception regarding the contribution of e-resources to academic research writing.

The findings suggest that e-resources provide students with access to a wide range of current and reliable academic materials, including journal articles, e-books, research reports, and scholarly databases. These resources enable students to gather relevant information, develop arguments, support their ideas with evidence, and improve the overall quality of their academic work. The interview findings further reinforced the quantitative results. A respondent stated:

> *"..E-resources have greatly improved my research writing because I can easily access recent journal articles and reference materials that are not available in printed form."*

However, 2 respondents (8%) disagreed that e-resources significantly support their research writing process. This perception may be associated with challenges such as difficulties in accessing e-resources, limited digital literacy skills, or a preference for printed materials over electronic sources. Another respondent remarked:

> *"..Without e-resources, it would be difficult to complete many academic assignments because they provide quick access to information from different scholars and institutions."*

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These findings demonstrate that e-resources play a vital role in supporting research writing among undergraduate students at MARUCO. The overwhelmingly positive responses indicate that students recognize e-resources as valuable tools for accessing academic information, enhancing learning, and improving the quality of research outputs.

4.7 Challenges Faced by Students When Using E-Resources

This section presents findings on the main challenges faced by undergraduate students at Marian University College (MARUCO) when using e-resources for research writing. The purpose of this objective was to identify the barriers that limit effective utilization of e-resources and understand how these challenges affect students' research activities.

Table 4.7: Challenges Faced by Students When Using E-Resources (N = 25)

Challenges	Frequency (n)	Percentage (%)
Lack of access/internet issues	3	12%
Limited knowledge on how to find relevant resources	15	60%
Too many resources to filter through	5	20%
Credibility concerns about sources	2	8%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.7 indicate that the major challenge faced by undergraduate students when using e-resources is limited knowledge on how to find relevant resources, as reported by 15 respondents (60%). This suggests that many students experience difficulties in searching, identifying, and retrieving appropriate academic materials from online databases and other electronic sources. The findings imply that students may require additional training and guidance on information searching skills and effective use of e-resources.

Also, 5 respondents (20%) reported that the large volume of available information makes it difficult to filter and identify relevant materials for their research. This challenge may lead to confusion and increased time spent searching for useful information.

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Moreover, 3 respondents (12%) identified lack of access and internet-related issues as a challenge. Poor internet connectivity, limited access to digital devices, or inadequate access to subscribed databases may hinder students from effectively utilizing e-resources for academic purposes. The interview findings supported the quantitative results. One respondent stated:

> *"..The biggest challenge knows where to search. Sometimes I spend a lot of time looking for information but fail to find most relevant academic sources for my topic."*

The findings also revealed that 2 respondents (8%) had concerns about the credibility of information sources available online. This indicates that some students face difficulties in distinguishing reliable academic sources from unreliable information found on the internet. Another respondent explained:

> *"..There are many materials available online, but it is difficult to determine which sources are reliable and suitable for academic research writing."*

These findings demonstrate that although e-resources are widely recognized as important tools for research writing, students continue to face several challenges that affect their effective utilization. Therefore, MARUCO should strengthen information literacy training, improve user orientation on available databases, and provide continuous support to help students effectively access and evaluate electronic information resources.

4.8 Perceived Improvement in Research Writing Through the Use of E-Resources

This section presents findings on whether the use of e-resources has improved the quality of research writing among undergraduate students at Marian University College (MARUCO). The purpose of this objective was to assess students' perceptions regarding the contribution of e-resources to enhancing the quality, accuracy, and effectiveness of their academic research writing.

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Table 4.8: Perceived Improvement in Research Writing

Perception	Frequency (n)	Percentage (%)
Yes, significantly	18	72%
Yes, to some extent	5	20%
No, not really	2	8%
No, not at all	0	0%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.8 indicate that the majority of respondents, 18 (72%), believed that the use of e-resources has significantly improved the quality of their research writing. In addition, 5 respondents (20%) reported that e-resources have improved their research writing to some extent. Combined, these findings show that 92% of the respondents acknowledged the positive contribution of e-resources to their academic writing activities.

The positive responses suggest that e-resources provide students with access to current, relevant, and reliable academic information, which enhances their ability to develop well-supported arguments, improve referencing practices, and produce higher-quality research reports and assignments. E-resources also enable students to access a variety of scholarly materials that may not be readily available in printed format.

Though, 2 respondents (8%) indicated that e-resources had not significantly improved their research writing. This may be attributed to limited skills in using electronic resources effectively, difficulties in accessing relevant materials, or a preference for traditional printed sources. The interview findings further supported the quantitative results. One respondent stated:

> *"..Since I started using online journals and academic databases, my assignments have improved because I can access more recent and reliable information to support my arguments."*

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Another user explained:

> *"..E-resources have helped me improve my research writing skills by exposing me to different scholarly works, research methods, and citation styles used by other researchers."*

These findings demonstrate that e-resources play a crucial role in enhancing the quality of research writing among undergraduate students at MARUCO. The overwhelming positive responses indicate that students consider e-resources to be valuable tools for obtaining academic information, strengthening research skills, and improving the overall quality of their scholarly work.

4.9 Confidence in Evaluating the Credibility of E-Resources

This section presents findings on whether undergraduate students at Marian University College (MARUCO) feel confident in evaluating the credibility of e-resources used for research writing. The purpose of this objective was to assess students' ability to judge the reliability, accuracy, and academic quality of online information sources.

Table 4.9: Students' Confidence in Evaluating E-Resources (N = 25)

Confidence	Frequency (n)	Percentage (%)
Yes, always	3	12%
Sometimes	15	60%
Rarely	5	20%
Never	2	8%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.9 indicate that only a small proportion of respondents, 3 (12%), always feel confident in evaluating the credibility of e-resources. The majority of respondents, 15 (60%), reported that they sometimes feel confident, while 5 respondents (20%) stated that they rarely feel confident. In addition, 2 respondents (8%) indicated that they never feel confident in evaluating the credibility of e-resources. The interview findings supported the quantitative results. One user stated:

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"..Sometimes I struggle to know whether the information I find online is trustworthy, so I usually try to compare different sources before using them in my assignment."

These findings imply that although undergraduate students at MARUCO frequently use e-resources in their academic work, many of them do not consistently possess strong confidence in assessing the reliability and academic quality of online information sources. This may be attributed to limited information literacy skills, inadequate training on evaluating digital sources, or difficulties in distinguishing scholarly materials from non-scholarly content.

The findings further imply that weak confidence in evaluating e-resources may negatively affect the quality of students' research writing, as it may lead to the use of unreliable or inappropriate sources. Another respondent added:

"..It is not easy to judge which online sources are academic, especially when you are rushing to complete assignments before deadlines."

These findings indicate that while e-resources are widely used among undergraduate students at MARUCO, there is still a need to strengthen students' information literacy skills, particularly in evaluating the credibility of online academic sources.

4.10 Need for Training or Guidance on Effective Use of E-Resources

This section presents findings on whether undergraduate students at Marian University College (MARUCO) would like to receive more training or guidance on how to effectively use e-resources for research writing. The purpose of this objective was to determine students' perceived need for additional support in developing skills for locating, accessing, and utilizing e-resources in academic work.

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Table 4.10: Students' Need for Training or Guidance on E-Resources (N = 25)

Training	Frequency (n)	Percentage (%)
Yes	20	80%
No	5	20%
Total	**25**	**100%**

Source: **Field Study (2026).**

The findings in Table 4.10 indicate that the majority of respondents, 20 (80%), expressed a desire for more training or guidance on how to effectively use e-resources for research writing. This suggests that most undergraduate students at MARUCO recognize gaps in their skills related to searching, accessing, and effectively utilizing electronic information resources.

On the other hand, 5 respondents (20%) indicated that they do not require additional training. This group may consist of students who already possess sufficient digital literacy skills or those who are more familiar with using e-resources for academic purposes. The interview findings supported the quantitative results. One respondent stated:

> *"..Yes, I need more training because sometimes I don't know how to search for the right materials in academic databases."*

The overall results imply that there is a strong need for capacity building in information literacy among undergraduate students. Enhancing training programs, particularly on database searching techniques, evaluation of information sources, and proper use of academic e-resources, would likely improve students' research writing performance. Another respondent added:

> *"..Training would help a lot, especially on how to use library databases and identify good academic sources for assignments."*

These findings indicate that structured training and continuous guidance on the use of e-resources would significantly improve students' ability to conduct effective academic research and enhance the quality of their research writing at MARUCO.

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CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings of the study, conclusions drawn from the findings, policy implications, recommendations, and areas suggested for further studies. The study focused on assessing the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO).

5.1 Summary of the Findings

The study aimed to assess the usage of e-resources in supporting research writing among undergraduate students at Marian University College (MARUCO). A sample of 25 respondents was used, where 20 respondents provided quantitative data through questionnaires, while 5 respondents participated in interviews. Data were analyzed using descriptive statistics and thematic analysis, and presented using tables, percentages, and quotations.

5.1.1 Frequency of Using E-Resources

The findings revealed that most students frequently use e-resources for academic work. The majority use them on a weekly basis, followed by those who use them daily. A small proportion use e-resources occasionally or rarely. This indicates that e-resources are widely integrated into students' research writing activities.

5.1.2 Types of E-Resources Used

The study found that online academic journals are the most commonly used e-resources, followed by search engines such as Google Scholar. University library databases are also used but to a lesser extent, while e-books are the least used. This suggests that students prefer easily accessible and widely available academic sources.

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5.1.3 Accessibility of E-Resources

The findings indicated that many students experience challenges in accessing e-resources. The majority reported that access is difficult, while only a small number found it easy. Challenges such as poor internet connectivity, limited access to devices, and lack of awareness of databases were identified as key barriers.

5.1.4 Contribution of E-Resources to Research Writing

The study revealed that e-resources significantly support students' research writing. Most respondents agreed that e-resources improve the quality of academic writing by providing access to current, reliable, and diverse scholarly materials.

5.1.5 Challenges in Using E-Resources

The findings showed that the main challenges include limited skills in searching for relevant materials, difficulty in filtering large amounts of information, internet access problems, and concerns about credibility of online sources.

5.1.6 Confidence in Evaluating E-Resources

The study found that only a small proportion of students are fully confident in evaluating the credibility of e-resources. Most students reported having moderate or low confidence, indicating a need for improved information literacy skills.

5.1.7 Need for Training

The findings revealed that most students expressed a strong need for training and guidance on how to effectively use e-resources. This shows that capacity building is necessary to improve students' research skills.

5.2 Conclusion of the Findings

The study concludes that e-resources play an important role in supporting research writing among undergraduate students at MARUCO. Students frequently use e-resources, particularly online journals and search engines, to support their academic work.

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However, despite their importance, several challenges still exist, including limited access, insufficient search skills, and low confidence in evaluating the credibility of online sources. These challenges reduce the effectiveness of e-resource utilization among students.

Overall, the study concludes that while e-resources significantly enhance research writing, their full potential is not fully realized due to skill and access-related constraints.

5.4 Recommendations

The study recommends that MARUCO should provide regular training on the use of e-resources to improve students' search and evaluation skills.

The university library should also conduct continuous user education programs to enhance awareness of available databases and improve information literacy.

In addition, the institution should improve internet services and increase access to academic databases to ensure smooth usage of e-resources.

Finally, students are encouraged to develop personal skills in evaluating online sources to ensure they use credible and relevant academic information in their research writing.

5.5 Areas for Further Studies

This study focused on undergraduate students at MARUCO. Future studies should expand the sample to include multiple higher learning institutions in Tanzania to improve generalization of findings.

Further research should also examine the impact of specific e-resource training programs on students' academic performance. Additionally, comparative studies between public and private universities on e-resource utilization are recommended to provide broader insights into digital academic resource usage in higher education.

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APPENDIX I

DETAILED RESEARCH BUDGET

	ACTIVITY	**COST ANALYSIS**	**TOTAL COST**
1	Transport	From home to Marian University	= 35,000/=
2	Stationary	Ruled paper 1 ream= Pen, Pencils, Ruler, Rubber, Stapler & Note book=	= 25,000/=
3	Secretarial service	Typing, photocopy and printing	= 100,000/=
4	Binding	Hard cover 2x2@ 2000 Soft caver 2x2@500 and CD	= 150,000/=
	TOTAL		**= 310,000/=**

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APPENDIX II

TIME SCHEDULE

ACTIVITIES	1st **MONTH**	2nd **MONTH**	3rd **MONTH**	4th **MONTH**	5th **MONTH**	6th **MONTH**
Report at the study area and get familiarization						
Distribution of questionnaire and interviewing respondents						
Observation the situation and collecting questionnaire and data analysis						
Data interpretation and report writing.						

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APPENDIX III

QUESTIONNAIRES GUIDE FOR UNDERGRADUATE STUDENTS

My name is SAMILA ABDUL SALUMU the student from School of Library, Archives and Documentation Studies (SLADS), Pursuing Ordinary Diploma in Library Information Management I am undertaking the research titled *"**An Assessment On The usage of e-resources in supporting research writing to undergraduate students"***. Kindly, I'm requesting you corporation to fill my questionnaire. All responses that will be given will be treated with high privacy and confidentiality and thus will be applied for only academic purpose not otherwise.

INSTRUCTION

Answer all question,

Choose only one answer

1. What is your current year of study?

a) First Year

b) Second Year

c) Third Year

d) Fourth Year or above ( )

2.Which field of study are you enrolled in?

a) Arts and Humanities

b) Science and Technology

c) Social Sciences

d) Business and Management ( )

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3. How often do you use e-resources for your research writing?

a) Very frequently (daily)

b) Frequently (weekly)

c) Occasionally (monthly)

d) Rarely or never ( )

4. Which of the following e-resources do you primarily use for research writing?

a) Online academic journals

b) E-books

c) Search engines (e.g., Google Scholar)

d) University library databases

e) Educational websites and blogs ( )

5. How easy do you find access to e-resources for your research?

a) Very easy

b) Easy

c) Difficult

d) Very difficult ( )

6. Do you believe that e-resources significantly support your research writing process?

a) Strongly agree

b) Agree

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c) Disagree

d) Strongly disagree ( )

7. What are the main challenges you face when using e-resources?

a) Lack of access/internet issues

b) Limited knowledge on how to find relevant resources

c) Too many resources to filter through

d) Credibility concerns about sources ( )

8. Has the use of e-resources improved the quality of your research writing?

a) Yes, significantly

b) Yes, to some extent

c) No, not really

d) No, not at all ( )

9. Do you feel confident in evaluating the credibility of e-resources?

a) Yes, always

b) Sometimes

c) Rarely

d) Never ( )

10. Would you like more training or guidance on how to effectively use e-resources for research?

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a) Yes

b) No

11. Please share any additional comments or suggestions regarding the use of e-resources in supporting your research writing (Open-ended response)

_____

_____

_____

_____

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APPENDIX IV

INTERVIEW GUIDE QUESTIONS FOR LIBRARY STAFFS

Interview Questions on Usage of E-Resources in Supporting Research Writing

1. How do you assist researchers and students in identifying relevant e-resources for their research topics?
2. What types of e-resources (e-journals, e-books, databases, etc.) do you find most useful for supporting research writing?
3. How do you ensure access to a wide range of e-resources for users with different research needs?
4. Can you describe the training or workshops you conduct to improve researchers' skills in utilizing e-resources effectively?
5. How do you evaluate the credibility and reliability of e-resources used for research purposes?
6. In what ways do you support researchers in managing and organizing e-resources for their research projects?
7. How has the use of e-resources impacted the quality and efficiency of research writing among users?
8. What challenges do users face when accessing or using e-resources, and how do you address these challenges?

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LETTER OF DATA COLLECTION

Marian University College

Deputy Principal for Administration and Finance

Dir: +255 (0)23 2440030
Gen:+255 (0)23 2440052 – Ext:132
Fax: +255 (0)23 2440247
Email: dpaf@maruco.ac.tz
Website: www.maruco.ac.tz

P.O. Box 47
BAGAMOYO
PWANI
TANZANIA

REF: MAR/DC/VOL.1/8 **25 FEBRUARY, 2026**

Mr. Ponsian Lyimo
Ag. Academic Officer
SLADS
P.O. Box 227
BAGAMOYO

Dear Sir,

RE: STUDENTS INTRODUCTION FOR RESEARCH WORK

Reference is made to the heading above and to your letter dated 24th February, 2026.

Marian University College received your request that six (6) of your students currently pursuing an Ordinary Diploma in Library and Information Management be granted permission to collect data at Marian University College and write research report as part of the academic requirement for the award of the Diploma.

The permission is hereby granted as requested for the six (6) students as follows:

1. **Ms. Yasintha Peri Msanga** on "An Assessment of Students Awareness on Library Services in Academic Libraries: A Case Study at MARUCo" from 21st to 25th April 2026;
2. **Mr. Elisha Ernest Mhagama** on "An Assessment on Effective Use of Copyright Law in Protecting of Library Collection: A Case Study of Marian University College" from 21st to 25th April 2026;
3. **Ms. Neema Manyonyi** on "An Assessment on Library Staff Support to Effective Access to Services in Academic Library: A Case Study Marian College" from 21st to 26th April 2026;
4. **Ms. Ester Nelson Mwisolwa** on "An Assessment on the Role of User Feedback in Optimizing Book Acquisition Processes in Academic Libraries" from 13th to 17th April 2026;
5. **Ms Samila Abdul Salulumu** on "An Assessment on the Usage of E-Resources in Supporting Research Writing to Undergraduate Students" from 20th to 24th April 2026; and

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