

The Integration of library and e-learning systems: the case of selected public universities in Tanzania

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Abstract

The current study investigated how library and e-learning services can be integrated together for improving teaching and learning in selected higher learning institutions in Tanzania. Specifically the study identified electronic technologies and applications used for providing library services; investigated how library applications and processes enhance access to contents for e-learning; determined library services incorporated in e-learning; determined how higher learning institutes in Tanzania support e-learning and; recommended on how library and e-learning services can be better integrated for improving teaching and learning. The study employed qualitative research approaches in determining how to integrate library and e-learning services, it involved three Tanzanian public universities namely: Sokoine University of Agriculture (SUA), Muhimbili University of Health and Allied Sciences (MUHAS) and the Open University of Tanzania (OUT). Data was collected through web analysis, in-depth interviews and documentary reviews. Library directors/e-resources librarians, Information Communication Technology directors/technicians were involved in in-depth interviews. Findings indicate that the three institutions had the basic ICT infrastructure for e-library services and e-learning and used Moodle learning management systems. It is recommended that libraries should subscribe more e-resources and make them accessible through the e-learning platform; universities should have strategies to improve the ICT infrastructure from time to time depending on the demand and the increasing enrolment rates.

Keywords: E-learning, library services, higher learning institutes, online services, learning management systems, Tanzania

1. Introduction

Advancement in Information and Communication Technologies (ICTS) has brought new techniques for teaching and learning. ICTs have brought about electronic techniques. This is the electronic learning (e-learning).

The definition and practices of e-learning focuses on the intersection of education, teaching, and learning with ICTs (Friesen, 2009). E-learning is all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner (Garrison, 2011; Tavangarian et al., 2004). E-learning employs applications and processes that rely on some type of computer technology to promote learning (Bell and Federman, 2013; Ruiz et al., 2006). Under the e-learning environment, the learning content is available online.

E-learning uses web and/or computer based learning, virtual classrooms and digital collaborations (Bencheva, 2010). The basic e-learning components include content delivery in multiple formats, management of the learning experience, a networked community of learners, and content developers and experts (Titthasiri, 2013). E-Learning uses the power of networks, not only the internet but also satellite, and digital content to enable learning (Titthasiri, 2013 Bencheva; 2010). For effective e-learning there must be a self-paced training, many virtual events, mentoring, simulation, collaboration, assessment, competency road map, authoring tools, e-store, and learning management system (Titthasiri, 2013).

There are two types of e-learning: asynchronous or self-paced, and synchronous or instructor-led, the degree of interactivity, sophistication and expense is different in each of the types (Manochehr, 2006). Asynchronous e-learning is facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time (Hrastinsk, 2008). On the other hand, synchronous e-learning, commonly supported by media such as videoconferencing and chat, learners and teachers experience; synchronous e-learning is more social and avoid frustration by asking and answering questions in real time (Hrastinsk, 2008). Synchronous e-learning has a great potential of increasing individual participation and group collaboration because it facilitates spontaneous feedback, meaningful interactions, multiple perspectives, and instructors' supports (Park and Bonk, 2007). An effective e-learning platform should enhance three types of interaction in learning: learner–instructor, learner–learner, and learner–content (Bloom 1981). Learner–instructor interaction is a major factor accounting for cognitive learning; learner–learner interaction fosters collaborative learning; while learner-content interaction is important for knowledge transfer and internalization during the learning process (Bloom 1981).

1.1 Library services in supporting learning

Libraries play an important role in teaching and learning through acting as access points for contents needed for teaching and learning processes. This has been possible through integrating library resources and services, learning, teaching and research (Sen, 2009). Many libraries are hybrids, providing virtual access to electronic resources and services, while maintaining and supporting use of a physical collection housed in a library building (Anderson, 2008). This is due to the fact that learners come in contact with the different learning opportunities that can be supported by the different types of libraries (Gunn, 2002). Moreover, physical libraries are sometimes closed that users can not have access reading materials. Virtual libraries are accessed twenty-four hour and seven days a week, learners can have access to online libraries and information resources including library catalogues and full-text electronic journals and books. Moreover, online libraries can be accessed from a distance. This makes online libraries more convenient for e-learning.

1.2 E-learning and library services in higher learning institutions in Tanzania

Higher learning institutions in Tanzania have managed to install the basic ICT infrastructure for delivery of information resources for supporting teaching and learning. According to Swarts and Wachira (2010), most universities in Tanzania have dedicated computer centres, education and research networking and e-learning as a strategy to increase access. Like in other countries, ICTs play an enabling role of enhancing achieving the core functions of universities in Tanzania which are teaching, learning, research and consultancy. Students from higher learning in Tanzania are motivated to acquire their own laptop computers they

may use while in and out of university campuses. A study conducted by Mtega et al (2013) showed that the level of ownership of laptop computers is increasing in the country particularly among postgraduate students. With the fast growing internet infrastructure in most urban areas where higher learning institutes are, it is possible for students to access to online contents from various sources.

Higher learning institution libraries in Tanzania manage both print and electronic resources. With basic ICT facilities most libraries in Tanzania have, it has been possible to automate most of the library services in most academic libraries (Emmanuel and Sife, 2008). Automation has enabled library users to have access to Online Public Access Catalogues (OPAC) which increase the visibility of print resources (Sife, 2013). With OPAC users may know what is in libraries before they pay a physical visit. Moreover, most academic libraries subscribe electronic resources (e-resources) through the Consortium of Tanzania University and Research Libraries (Mtega et al. 2013). According to Angello and Wema (2010), e-journals, CR-ROMs, digital libraries, gateways and e-books are among the electronic services provided by libraries. However, despite employing all these strategies the demand for ICT related services among learners and instructors in Tanzania has been growing at a fast rate (Chatama, 2014).

1.3 Rationale and objectives of the study

Libraries are important in making e-learning effective because they are sources of contents needed for learning. Learner-content interaction involves any interactive activities between the learner and instructional content or libraries in an online learning environment (Bloom 1981). For this to happen, there must be a strong link between libraries (e-libraries in particular) and e-learning systems. The current study was set to investigate how library and e-learning services are integrated together thus improving teaching and learning in higher learning institutes in Tanzania. Specifically the study identified electronic technologies and applications used for providing library services; determined library services incorporated in e-learning; investigated how library applications and processes enhance access to contents for e-learning; determined how higher learning institutes in Tanzania support e-learning and; recommended on how library and e-learning services can increase the efficiency of e-learning systems.

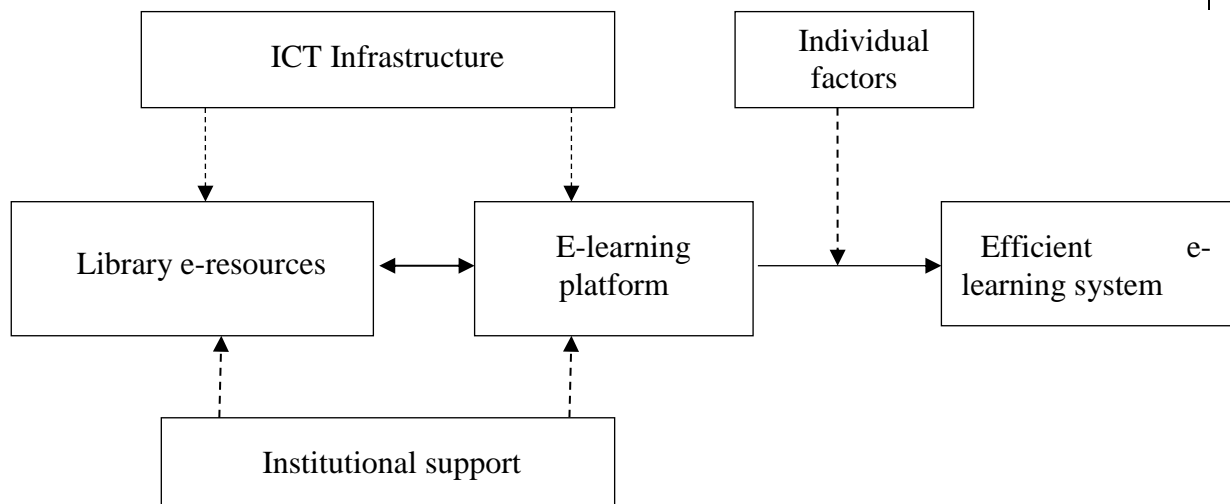
1.4 Conceptual framework

For effective learning there should be a strong link between learning platform and library services. Masoumi (2006) mentions availability of technological infrastructure, library resources, and literacy (technology and information literacy) among learners to influence learning through e-learning systems. Technological infrastructure is also known as the ICT infrastructure which is made up of software and hardware. Andersson (2012) describes about the access issues which include access to ICT infrastructure and the quality of connectivity needed for supporting e-learning.

The current study was guided by the model shown in Figure 1 which indicates the role played by electronic library (e-library) in facilitating effective e-learning in an academic institution setting. ICT infrastructure is important for linking library and e-learning systems, the infrastructure links learners and instructors together. Institutional support is important for making the whole system work (for library to provide it information services and for the e-learning system to facilitate the learning goal). The model guided in identifying e-library services in terms of types, relevancy and accessibility through e-learning platforms. The

model also guided the study in determining applications/tools used to provide e-library services. The model also guided the study in determining the type of support higher learning institutions provide to support both e-library and e-learning system.

Figure 1: Positioning electronic library services in e-learning systems



2. Literature Review

2.1 Electronic library services

Libraries host collections of knowledge base learners, researchers and instructions need for their academic purposes. This knowledge base builds on a variety of resources such as documents, websites, experts, communities, tools and events (Chandra and Patkar, 2007). Learners usually interact with libraries for accessing knowledge. Thus, libraries are enablers of the learning process.

Advancements of ICTs have brought about another opportunity for libraries to provide services and reach more potential users. The use of ICTs in libraries has not only provided more services to traditional students, it has also enabled remote learners to benefit from services previously offered through traditional libraries. Moreover, ICTs have revolutionized not only the way information is packaged, processed, stored, and disseminated, but also how users seek and access information (Anunobi and Okoye, 2008).

There are various ICT applications delivered in libraries. Scholars (Ghuloum and Ahmed, 2011; Afolabi, and Abidoeye, 2011) mention the wide-area network applications, local area networks, online information services (the Internet), online databases, library databases, CD-ROMs, online access catalogues, retrieval networks, digital online archives, mainframe computers, microcomputer labs, and other digital content services to be the major applications delivered in libraries. Some others include video conferencing, electronic mails, networks and expert systems and DVD-ROMs (Mishra and Mishra, 2014). When users consult these applications they may have access to a range of resources and services including: bibliographic databases, e-books, e-journals and the Online Public Access Catalogue (OPAC). Some libraries have managed to have thesis and dissertation electronic

databases. In most cases these are locally generated resources which are important for research and learning purposes.

For enhancing usage of e-resources, most academic libraries have set up information literacy programmes. Information literacy (IL) is the set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information (Association of College and Research Libraries, 2000). To be information literate you must know “when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (ALIA, 2006). Libraries have information literacy experts who know how information from different sources can be accessed. Through information literacy, library users may use limited efforts to access the needed information resources.

Off campus library users access e-resources remotely through the internet (Association of College and Research Libraries, 2000). Remote access to resources has become increasingly important in academic libraries, spurred largely by the growth of online education (Tobin, 2004). Like traditional library users, off campus users need information literacy skills that they may be able to access e-resources from libraries. Off campus or remote users are either distant or local, but not in-person use of library services, they may have access to library services through mediating technologies (Middleton, 2006). Most libraries have information literacy instruction and reference assistance to remote users. (Middleton, 2006). In most cases, information literacy instructions are found in the library webpages, users may simply go through the instructions before accessing information. Tobin (2006) mentions that remote users need to be information literate that they may access information efficiently and effectively; they may evaluate information critically and competently; and they may use information more accurately and creatively. Moreover, information literate users are independent learners and contribute greatly to knowledge generation and learning community.

Generally, for effective usage of e-resources library users need to be ICT and information literate. Under e-learning environment, literacy makes learners more proficient and independent. Through ICT and information literacy learners may be able to access and use relevant information and accomplish tasks on time.

2.2 E-learning systems

Learning management system is the traditional approach to e-learning, learning in learning management systems is organized as courses (Du et al., 2012). With technological advancements current e-learning systems are more interactive. An e-learning system consists of tools used for teaching and learning which integrate a variety of functions (Pituch and Lee, 2004). Both instructional materials, e-mail, live chat sessions, online discussions, forums, quizzes and assignments, and the World Wide Web (Pituch and Lee, 2004). This makes the systems suitable for both synchronous and asynchronous learning thus accommodating both in-campus and off-campus learners. These systems use multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchange and collaborations (Alkhatabi et al., 2010). Multimedia technologies are important for distributing audio, video, graphics and text contents needed by learners.

To facilitate both synchronous and asynchronous learning, e-learning systems must be developed as distributed applications with software and hardware components (Pocatilu et al., 2009). The systems must have well developed infrastructure, platforms and software. The infrastructure is made up the hardware while the platform and software are sets of

instructions developed to enhance teaching and learning. An effective e-learning system must use appropriate technologies in distributing learning materials, have good quality of contents to meet the needs of learners; and facilitates interactions among learners (Alkhatabi et al., 2010). E-learning systems should facilitate collaborations and create environment of social presence of instructors and co-learners.

E-learning have several benefits over traditional learning approaches. E-Learning liberates interactions between learners and instructors, or learners and learners, from limitations of time and space (Sun et al., 2007). It increases independency among learners and reduces operation cost of both learners and learning institutions. E-learning accommodates learners who due to time and geographical limitations cannot attend traditional classes. Kruse (2002) describes that with e-learning the learning times are reduced; completion and certification easily documented; the level of interactivity is increased and; confidence among learners increases too.

Implementing e-learning in developing countries face several challenges. According to Sife et al. (2007), installing e-learning systems is very expensive and requires dedications in terms of funds, time and skill development. Andersson and Grönlund (2009) categorize challenges facing e-learning into four groups: course challenges, challenges related to characteristics of the individual, technological challenges, and contextual challenges. Course challenges are related to the content of the course, the activities taking place during the course, the support functions provided, and the course delivery mode. Individual characteristics relate to skills, level of independency, and related traits influencing learning. Technological challenges in e-learning are related to technological requirements (Andersson and Grönlund, 2009). Technological requirements are related to both hardware and software; technological requirements may be related to costs for their acquisition and maintenance (Marengo and Marengo, 2005). Technological requirements may also be related to issues of security, technological interoperability, scalability, flexibility, supportability, manageability, performance and usability (Palanivel and Kuppuswami, 2014).

For effective e-learning, it is important to have for the e-learning system to meet all of the system requirements. The system should have appropriate course contents and be supported by a library from which learners can access reading materials. Users should be imparted with necessary skills for using the system, these skills include computer and information literacy. Literate learners are independent and confidently use e-learning platforms.

3. Methodology

The study employed qualitative research approaches in studying how to integrate library and e-learning services. The study was conducted in three public universities in Tanzania which were randomly selected. The universities selected for the study were: Sokoine University of Agriculture (SUA), Muhimbili University of Health and Allied Sciences (**MUHAS**) and the Open University of Tanzania (OUT). Data were collected through web analysis, documentary reviews and in-depth interviews through key informants. Library directors/e-resources librarians, ICT personnel involved in managing e-learning systems were purposely selected for in-depth interviews. Collected data was analyzed through content analysis. Tables, figures and descriptions were used for presenting findings of the study.

4. Results and Discussion

4.1 ICT infrastructure in selected higher learning institutions

Findings indicate that all of the Universities had basic ICT infrastructure need for e-learning and provision of e-library services. It was found that both universities provided internet services to students and staff. It was found that each of the three universities had both wired and wireless connections for provision of internet services. Wireless Internet connectivity was accessible around lecture theatres and offices within each of the three universities, while MUHAS had internet access around students' hostels too. This helped staff and students access internet services within and outside computer laboratories. Moreover, it was found that both universities had internet speed exceeding 20 MBS. Users could access internet services through wireless connection where individual laptops were used as access points or through wired connection from computer laboratories.

Findings show that each university had an ICT/computer directorate with a key responsibility of providing ICT services and managing the ICT infrastructure. The ICT directorates were responsible with managing computer laboratories, it was found that each university had several computer laboratories. MUHAS had 200 computers in its computer laboratories while the other two universities had less than 150 computers. The ICT directorates were also responsible with managing the university websites and e-learning systems. However, none of the three universities had e-learning infrastructure which could support synchronous learning.

4.2 E-library services provided by the selected higher learning institutions

Findings indicate that each of the three universities had a hybrid library. The university libraries involved were the OUT Library, **MUHAS** Library and the Sokoine National Agricultural Library (SNAL). Findings indicate that all three libraries had basic ICT infrastructure needed for provision of library services.

Table 1: Types of E-resources accessed from libraries

University Library	Online Resources	Offline Resources
SNAL	e-journals, e-books, repositories, databases	databases, CD/DVD ROMs
MUHAS	e-journals, e-books, tutorials, repository	CD/DVD ROMs, database
OUT	e-journals, e-books, databases, repository	CD/DVD ROMs

Findings indicate that most subscriptions of e-resources were made through the Consortium of Tanzania University and Research Libraries (*COTUL*). Mostly, the subscriptions made included e-journals and e-books. However, libraries databases and CD/DVD ROMs were subscribed too. Subscriptions made related much to core disciplines of universities.

It was found that each library had a website that incorporated Web 2.0 tools, most of them had Facebook which was used for alerting users and developing user community. Moreover, Web 2.0 tools were used for communicating between students and library staff. They also provided a forum for discussion and for publicizing library events. Library websites were used for enhancing access to library resources. Online Public Access Catalogues (OPACs) were accessed through library websites. Moreover, for MUHAS Library and SNAL, LibHub the single login interface was also linked to the library websites. Library websites had links to repositories and list of e-journal subscribed. Furthermore, for increasing the usage of e-

resources, libraries were providing information literacy training. Information literacy trainings were either provided through face to face, online tutorials, or through information literacy guides posted on library websites.

4.3 Delivery of e-resources in the selected university libraries

Selected libraries served students, lecturers, and researchers who were broadly categorized into in-campus and remote users. It was mentioned that most in-campus users paid physical visits to libraries for accessing e-resources. However, they could access some of the e-resources through visiting library websites. Remote users (researchers and students who for one reason or the other were not on the campus) had to access e-library services remotely.

Table 2: Number of computers installed in library computer laboratories

University library	Number of computers
SNAL	85
MUHAS	30
OUT	50

Findings indicate that in-campus users accessed e-resources through wired and wireless internet connections within university campuses. In-campus library users could access e-resources from library computer laboratories. Each library installed several computers in computer laboratories for its in-campus users (see Table 2 for details). In-campus users could easily access e-resources repackaged in CD/DVD-ROMs while in library computer laboratories.

Libraries provided access to subscribed e-resources to users. Libraries authenticated access to e-resources among users through Internet Protocol (IP) address and through username and passwords. However, most publishers have been provided access to e-resources through IP authentication (Punchihewa et al, 2013). This kind of access has created many problems to the users especially for users who do not visit the University regularly as many users need to access e-resources from anywhere, anytime (Punchihewa et al, 2013).

Librarians involved in the study mentioned that it has been difficulty for them to enhance access to subscribed e-resources to remote users. It was found that SNAL and MUHAS library had managed to install proxy servers for remote users. This helped remote users access subscribed e-resources which were authenticated. However, remote users could only access online resources, they could not have access to CD/DVD ROMs and resources accessed through local area networks.

It was found that libraries subscribed e-resources from many publishers at a time. To simplify accessing resources from all those publishers several strategies have been adopted aiming at enhancing a single sign-on to access web resources. It was found that SNAL and MUHAS library used LibHub for enhancing a single sign-on to access web resources.

4.4 E-learning systems in selected Universities

While the three universities offered different programmes, they all had undergraduate and postgraduate programmes. Findings indicate that MUHAS and SUA had full time and part time programmes while OUT had distance programmes. However, both universities had lecture rooms, library buildings and ICT infrastructure which supports learning.

It was found that all of the selected universities had e-learning systems and all of them adapted Moodle Open Source Learning Platform. Moodle is freely accessible, it is frequently updated, it is used by a wide community worldwide and it has documentation. At MUHAS the e-learning system is found at <http://elms.muhas.ac.tz>, at <http://elms.out.ac.tz> for OUT and that of SUA is at <http://www.suasis.suanet.ac.tz:2020/>. It was found that not all departments at SUA were using Moodle; this was because the learning system was recently introduced. However, learners from both universities could access the e-learning systems outside their university campuses. This was possible through the authentications given by universities.

4.5 Services accessed through e-learning platforms

It was found that various learning materials were found in the e-learning platforms. At SUA the e-learning platform had learning materials, most of which were those uploaded by lecturers. There were some lecture notes and search interface. The SUA e-learning system was part of the integrated Students' Information System known as SUASIS. The system incorporated the registration, accommodation, billing, e-learning and the timetable sub systems. It was a newly introduced system and for this reason some of the SUASIS' sub-systems including the e-learning were still at initial stages of being adopted.

At MUHAS, the e-learning platform had a lot of services and contents. The platform has some lecture notes for every course, PowerPoint presentations for most courses, assignments, and online tests. The platform here had important links including site blogs, MUHAS library, Library catalogue, E-resources, and MIT OpenCourseware. The platform had several interactive features which were used for enhancing interactions among the learners and between the instructor and the learner.

The OUT e-Learning Platform had several services accessed on the e-learning platform. The platform had study materials developed by instructors. It had links to courseware and university website. OUT e-learning system was also part of the Students' information System, the e-learning system had links to other systems including the Students' Academic Register Information System (SARIS).

For accessing the e-learning system users had to log in using a username and password. This applied when learners were in campus or off campus. Each of the university's e-learning system required users' authentications. The SUA e-learning system allowed users to login as guests with which learners could only have access to few features.

4.6 Integration of e-library services in the e-learning system

Findings indicate that there were several e-library services which were integrated in the e-learning platforms. However, the type of e-library services integrated in the platform varied from one institution to the other. All e-library services found on the e-learning platforms aimed at enhancing access to e-resources among learners.

The SUA e-learning system platform had a link to LibHub which is single, unified indexical system which allows access to all online databases in a single search interface. At SUA LibHub was accessed at <http://libhub.kiox.org> for in-campus users and at <http://proxy.suanet.ac.tz> for remote users. At MUHAS both in-campus and off-campus learners could access LibHub through the e-learning platform too. LibHub has other features which makes e-mail alerts on newly uploaded articles related to learners' disciplines. Other features found on MUHAS e-learning platform were links to important resources including institutional repository, e-journals, library website and other e-resources. At OUT e-library

services can be accessed through the library website, off-campus learners can simply visit the library website for reading and downloading online resources.

The accessibility of e-library services among learners is important for independent learning. E-resources may be used more when they are accessed through the e-learning platform, learners may be more confident and independent because they may have learning materials to supplement what has been uploaded by instructors. Moreover, making e-library resources available on the e-learning platform is important for reducing the time spent by learners to access learning materials and for increasing the rate of usage of subscribed e-contents.

4.7 Institutional support to e-learning system

For promoting e-learning both the library and other university organs have a role to play. This is mostly due to the fact that e-learning depends much on the availability of e-contents which are either generated by instructors or acquired from university libraries. In promoting e-learning, libraries are supposed to develop information and media literacies (Hallam, 2012). The library and university must be involved in enhancing electronic literacy (e-literacy). E-literacy comprises of computer, information, media, moral and media literacies (Secker, 2004).

At SUA e-literacy was made possible through computer training course named Computer and Information technology (CIT); the course was mandatory to all first semester students. The CIT curriculum contained contents related to information literacy and basic computer skills. For enhancing e-literacy among teaching staff, SUA had the University Teaching and Learning Improvement Programme (UTLIP). SNAL also offered information literacy trainings from time to time mostly to postgraduate students. Moreover, SNAL had online guides to information search techniques, this included an Information Literacy Compendium found at www.lib.suanet.ac.tz/docs/Information%20Literacy%20Compendium.pdf.

At MUHAS e-literacy was imparted through Information Technology (IT 100) course. This was taught to students in the first year. The course covered basic computer literacy and information literacy. The university has embedded basics of e-learning in IT 100 course that students could understand how to use the e-learning system. At MUHAS the library provided online guidelines on how to access online resources, descriptions and video clips found at http://library.muhas.ac.tz/index.php?option=com_content&view=article&id=112&Itemid=619. Also, the university normally conducted in-house training on how to use the e-learning system to all academic staff.

Due to the nature of programmes at OUT, it was impossible to have in-house basic computer and information literacy trainings. OUT had distance programmes, it admitted remote learners. For this case, learners were advised to take basic computer literacy programmes before joining the university. Moreover, OUT library arranged face to face training sessions to learners who could pay physical visit to regional centres and the main library.

At university level, each institution had been increasing the subscribed bandwidth to cope with the increasing number of students and level of usage. To increase internet access, universities had been increasing the coverage of wireless connection around campuses. This made it possible for more learners and instructors to have access to internet services including e-learning. Moreover, universities supported libraries in acquiring e-resources.

It was found that universities provided several support to enhance effective e-learning. The general support provided by all universities included the development of the ICT infrastructure and acquisition of the e-resources for libraries. Each university had an ICT

directorates which had a role of overseeing all ICT related activities; the directorates had well trained personnel who managed the ICT infrastructure.

Generally, there were several strategies set to promote e-learning among learners and instructors in the selected higher learning institutions in Tanzania. Efficiency of the e-learning system depended more on both individual and institutional factors. Individual e-literacy and ICT infrastructure were important factors for efficient e-learning systems. Universities involved in the study had been working hard to improve e-literacy and ICT infrastructure.

4.8 Challenges in implementing e-learning systems

It was found that the implementation of e-learning strategies faced several challenges. There were some challenges which were common to all institutions. These challenges included unreliable power supply and low bandwidth. Power supply was not reliable; this resulted into irregular accessibility of internet services. Low bandwidth limited the accessibility of some internet based services. It was found that the ICT infrastructure of most of these institutions was not adequate; wired and wireless connections were only in some parts of the university campuses. Moreover, the number of computers in the computer laboratories did not match with the increasing number of students. Furthermore, the number of e-journals and databases subscribed by selected universities was still low. On the other hand librarians involved in the study mentioned that the level of usage of e-resources was still low. Libraries have to set up strategies for increasing usage of e-resources in their institutions.

At MUHAS it was found that there was a shortage of staff teaching IT courses. This was caused by the increasing demand of IT skills and increased enrollment rate. SUA had adequate teaching staff for basic ICT courses; however, the Computer and Information Technology curriculum did not have e-learning related topics in it. It was in this case the number of e-learning platform visitors was very low which indicated that the level of usage of the system was low too. At OUT, the e-resources are not linked to the e-learning system. This made it difficult for users to use e-resources. Moreover, due to the nature of institution, it was difficult to conduct e-literacy training at OUT; this was because learners and instructors rarely met for face to face. This had a negative impact on the effectiveness of e-learning systems.

Generally, the efficiency of e-learning systems to teaching and learning was influenced by both individual and institutional factors. Universities have to set up strategies for limiting the influence of these challenges. Universities should set up enough funds for developing the ICT infrastructure needed for e-learning; libraries on the other hand should make sure that e-resources are easily accessible through the e-learning platform.

5. Conclusion and recommendations

The current study investigated how library and e-learning services can be integrated together thus improving teaching and learning. Each university involved in the study had the basic ICT infrastructure for e-library services and e-learning. Despite this infrastructure, the level of integration of the two systems was still at initial stages. The developed ICT infrastructure supported only asynchronous e-learning. MUHAS was a better position followed by SUA. There were several library applications and services found in the library websites but very few of them were incorporated in the e-learning platform. The OUT which provides distance programmes must set strategies of meeting most learners through e-learning; the OUT library can include e-literacy guidelines which may help learners easily access e-resources

remotely. Libraries should subscribe to more e-resources and make them accessible through the e-learning platform; universities should have strategies to improve the ICT infrastructure from time to time depending on the demand and the increasing enrolment rates.

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