Introduction

Over the past ten years, the use of e-books has changed the practice and procedures within libraries with new access and usage. Interactions that were not perceived possible now provide instantaneous access to global resources. Information and services are now accessible in ways that could not have been conceived years ago. (Kanti, 2008). Likewise, Mehana (2009) suggests that the use and access to electronic information resources in libraries has been seen as the solution that increases effectiveness, caters for mass access to up-to-date information and reduces cost in the light of unprecedented changes and challenges. According to Rosenberg (2006), it was the emergence of the internet that enabled libraries in Africa and other developing countries to have access to never ending qualities and quantities of information and knowledge.

Chisenga and Rorissa (2005) point out those institutions of higher learning in Africa do not enjoy the same information delivery methods like those in developed countries except those in Southern Africa as there is great disparity in the adoption and use of ICTs in academic libraries. Waiganjo (2006) states that academic libraries in Kenya suffer poor funding, poor communication systems and lack of technology savvy qualified librarians. The case is not different in Uganda. Magara (2002) pointed out that power unreliability, management attitude and poor ICT skill of the librarians; Adeya (2007) writing from Tanzania states that inadequate computerization, inadequate infrastructure and inadequate human capacity as the major challenges towards ICT use.

In Kenya, the Commission for University Education (CUE) that regulates the establishment of institution of higher learning, requires that academic libraries provide a collection of information resources for all academic programs to include current and relevant collection of textbooks including e-books; journals, reference and bibliographic sources. The resources should be in print, non-print and electronic formats (Commission for University Education, 2007). Few Kenyan University Libraries have invested heavily in ICTs for teaching, learning, research and general administration at the University. According to Rosenberg (2006), some academic libraries in Africa have embraced the e-books phenomena owing to the adoption of the necessary technology infrastructure and have made them available to users.

E-book Study

This study adopted a descriptive research study design. This design allowed the collection of accurate information, which was analyzed to make useful recommendations. For this study, the target population comprised of all graduate students at the United States International University.