

**MARKETING OF INFORMATION RESOURCES IN SCHOOL
LIBRARIES: THE CASE OF THE AGA KHAN HIGH SCHOOL-
NAIROBI, KENYA.**

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DECLARATION

This is my original work and has not been submitted to any other university for academic award. Where another authors ideas have been presented in this project. I have acknowledged the authors ideas by citing them in the required style.

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DEDICATION

I dedicate this study to my beloved husband Clifton Opala and our children Amy Achieng and Angela Amor.

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ABSTRACT

This study was devised to investigate the marketing of library services in academic learning institutions in Kenya. The study incorporated a descriptive research design utilizing both qualitative and quantitative elements. The population consisted of one school library, the Aga Khan High School, Nairobi, which was used for the study. The guiding objectives were to examine and evaluate the marketing strategies, types of digital technologies used, the benefits of marketing information resources and the fundamental skills and competencies needed by information professionals in marketing of information resources. The study was guided by six research questions with twenty three questionnaire items which were used for the purpose of data collection. The data were analyzed using analytical tools such as arithmetic mean, frequency distributions and percentages. The target population sample consistent of two hundred and fifty five respondents which included the top management, heads of departments, teachers, library staff, non-teaching staff and students. The major findings were that the school library does not have strategies to market their information materials as it should, new technologies available have not been embraced and that there is inadequate skills and competencies to market information resources. It was concluded therefore that, there is need for the school library to realize the need to market their information resources to make it know to their user, have strategies for marketing, utilize the available technologies and also equip the staff with the necessary skills to be able to make known its available resources. The major recommendations were that marketing should be emphasized into the school library operations to ensure that the users of the library are well informed of the available resources; the school administration should make efforts to reinforce the competence of the librarian through training, seminars and workshops so as to align library service provision to the needs of the digital era; technologies should be integrated into the library such as the use of mobile technology apps which are user friendly to ensure that users are able to access and retrieve information from anywhere outside the library facility; and that a lot of research should be done to unravel the consumer expectations and behaviors so as to align the marketing strategies towards their needs.

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ABBREVIATIONS AND ACRONYMS

IL:	Information Literacy
IT:	Information Technology

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter, the study discussed the introduction and background information to the study on marketing of information resources in school libraries: the case of the Aga Khan High School, Nairobi. The chapter described the study problem, its aim and objectives, significance of the study and how it contributed to existing research and policy and decision making in this area of study.

1.1 Background Information

School libraries are meant to support teaching and education and learning needs of their organization(s). They provide the most current information resources to their users who may be the students, teaching and non-teaching staff. This operation can be best achieved by effectively marketing information and library resources to their particular users. Burkhardt (2009:34) identified that a library can make known its products and services by using fliers, bookmarks, and announcements in calendars of events, and press releases. The study looked at marketing of information and information resources in school libraries; the existing situation and the way forward.

The continued existence of an information center or a library depends along with other things, its image in the minds of its clients plus the management team that provides the funds. This image ought to be the result of the excellence and success of the products and services, the skill to predict the needs and wants of actual and possible clients and their

satisfaction. According to Mickiernan (2009:9), information centers and libraries should focus to satisfy the needs of online users i.e. librarians, teachers, non-teaching staff or parents who are in social space. Jena (2012:42) reiterates that the Library 2.0 model offers library clients an involved or participatory role in the products and services that libraries present and how way they are used.

Aremu (2014:9) on the other hand confirms that the best way of running library or information center is by a combination of basic management functions, roles and skill. Librarians in school libraries should be well trained to serve the students well. This includes the use of technology so as to maximize in research options. Information technology (IT) is a tactical resource that smooth the progress of key changes in aggressive behavior, selling and customer service making an organization be updated with the current trends. IT enables an organization to achieve competitive advantages.

Jessy (2016:2) observed that in yester years' librarians have used traditional media like newspapers, corporate newsletters, radio, and TV for advertising/marketing its resources and services. The coming of information technology (IT) and changing communication technologies, the librarians are stepping into the world of online services and its tools and technologies for marketing library resources.

Marketing entails discovering and understanding what the clients want, then making sure that their needs are met. To be able to do this well, marketing role involving market research and analysis, service planning and promotion need to be well understood. Marketing of information services is very important for it to fulfill its mandate and be

able to satisfy its users. This is because information has now become a very valuable resource and schools need to embrace it in order to improve on their research skills and class work... Libraries and information centre should include marketing principles in the management of libraries (Iwhiwhu 2008:21). In doing this, they will be able to accomplish their mission and provide their users improved provision of quality services.

1.1.1 Aga Khan High School, Nairobi

The Aga Khan High School, Nairobi was instituted in 1961. It is a private co-educational, multicultural day secondary school. It is located in Westlands, along Waiyaki Way, seven kilometers from Nairobi's city centre. It has approximately 400 students and 39 teaching faculty, with both the KCSE and IGCSE curricula. In July 2009, the school became a fully certified center with the University of Cambridge international Examinations. The first class sat in 2010. The school has facilities that other schools could envy. These facilities are complete and equipped laboratories, a library, multipurpose hall, a national swimming pool; a well equipped home science room basketball court, sports fields, equipped resource center, classrooms and a lecture theatre.

1.2 Statement of the Problem

The importance of marketing information resources in school libraries in Kenya cannot be over emphasized especially with the technology era where the students are starting to use technology as young as pre-school, compared to before where technology was introduced very late in learning. Access to information is now very fast and relies on technology. Most users now prefer to turn to the internet to source for information than coming to the libraries to look at the information in the books. School libraries need to

redesign their products and services to survive in this era of information technology. School libraries must adjust from the traditional to digital method of providing information to users. Most users are not aware of the several products and services available in libraries.

The consequences of under-utilizing the products and services in the school libraries are enormous. It results to users not able to locate access and recognize their information needs. This can also result to low quality of teaching, learning and research activities in our schools in Kenya. As a result they are unable to meet their full potential to be the best they can be in the education system in Kenya and worldwide. These services when utilized will help them in their school and also make them life-long learners.

1.3 Aim of the Study

This study aimed to investigate the efficient and effective ways of marketing of information resources in school libraries, a case study of the Aga Khan High School, Nairobi

1.4 Objectives of the Study

The objectives of the study are:

- 1) To evaluate the marketing strategies employed by school libraries in Kenya to advertise their information resources.
- 2) To examine the types of digital technologies used in marketing of information resources in school libraries in Kenya.
- 3) To analyze the essential skills and competencies required by librarians and information professionals in marketing of information resources.

- 4) To suggest and recommend an appropriate information marketing framework for school libraries.

1.5 Research Questions

The following research questions guided the study

- 1) What types of marketing strategies are offered in school libraries?
- 2) What are the technologies been used by information seekers?
- 3) What are the reasons for marketing information resources in school libraries?
- 4) What are essential skills and competencies required by librarians and information professionals in marketing of information resources?
- 5) What are some of the limitations in marketing of information resources in school libraries in Kenya?
- 6) What is the appropriate framework for information marketing?

1.6 Significance of the Study

The outcomes of the study were important to the following: schools, administration, library committees, librarians, and clients. In precise terms the findings were important to school administration in the area of policy formulation by providing a road map on the information resources to be provided to users to be able to fulfill their information needs. There was creation of awareness to the library as regards the strategies to achieve successful marketing of school library products and services to users. This work also educated librarians on how to effectively and efficiently market library products and services. It also assisted them in identifying their weaknesses and therefore improved on their services by attracting, satisfying, and retaining users in the library. The findings

were also useful to users by creating awareness on the various services available in the school library. The users got an improvement in the services offered as a result of the recommendations of this study. The study also contributed to the existing body of knowledge in marketing school library products and services and built on the knowledge of the problems in school libraries in Kenya. The outcomes of the study will give good background information on marketing of libraries for other researchers studying on various marketing techniques in school libraries.

1.7 Scope and Limitations of the Study

The study was restricted to Aga Khan High School, Nairobi. It investigated marketing of information resources in school libraries, current techniques employed skills and competencies, problems encountered and the strategies for improving marketing of library resources.

1.8 Definition of operational terms

Library

The dictionary of library science defines library as a place where both print and non print books are kept and can be borrowed. It is also defined as a collection of materials that are organized and stored for use by the potential clients.

Library Resources

International Journal of Librarianship and Administration (IJLA) (2014: p1) defines library resources as those materials, or resources which may be both print and non-print that are kept in information centers or libraries and are used to help in curricular and students information needs. The print materials are books, magazines, newspapers,

among others. The non-print materials are films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Marketing

According to Kotler, (1997:3) “Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization’s offering in terms of target markets needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.”

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the study discusses text that has been written on marketing of information resources and its effects on school libraries and also serves to show the gaps that should come out clearly in literature written on this subject.

2.1 Theoretical Framework

The study discussed two main theories that informed this study. This is the marketing mix theory and relationship theory since they are closely related to this study on marketing of information resources.

2.1.1 Marketing Mix Theory

According to Dhiman and Sharma (2009:8,17), the marketing mix theory as discussed by Borden 1964 looks into several components which are; product branding, planning, promotion, distribution, display, servicing, fact finding process, physical handling and analysis. The ingredients are further grouped into other four major categories entailing the marketing of the 4Ps i.e. product, price, place and promotion. Marketing mix is a strategic and organized package of constituents that contain the products or services that is presented in the market place.

Research by Kavulya (2004:46) recognizes the importance of the marketing mix. He states that it offers course for growth, execution and assessment of any service or product.

The aim of the marketing mix is to get client satisfaction, by applying basic principle in achieving the objectives of an organization.

According to the marketing mix model, the target market refers to the users as well as potential users. From the figure 1 above, the target market is in the middle due to its fundamental importance to the users. All the elements that are indicated in the model are aimed user satisfaction. Moreover, products refer to the goods and services whose utility suffices the needs of customers. Price on the other hand is the cost incurred in getting a product or service by a given user. It refers to the product location or creation of place utility to the user. Promotion is the channel of communicating the product or service to the user. The aspect of promotion entails advertising and public relations.

According to Kotler (1997:9), product is anything that has a utility to the user. He cites a product as the different services provided by the library and made for certain user group like databases, selective distribution of information, current awareness services, indexing and abstracting service, inter library loan, photocopy services and internet services, giving user assistance, reference/information service, compiling bibliography, databases and operating as go-between the client and materials of the library. He proceeds to indicate that the success of all marketing process i.e. price, promotion, place, product and target market is based on the value and quality of the product or service that is being made.

Marketing information transcends school libraries to the librarians themselves. This is due to the fact that they bridge the gap between the collections, resources and end users. Based on this, it is quite prudent that the librarians have prior experience on the product

that they want to promote. This is because it will enable them to add value to the products that they are promoting (Meillese 1995:12). Research done by Dhima and Sharma (2009:18) indicates that a library can supplement information via quality, reliable, speedy and timely professional services. The quality of the services is depended on their value to the user's information requests. Therefore, every product needs to undergo re-arrangement, redesigning, repackaging or rebranding.

So as to provide the users with effective information products and services, the availability of the internet is vital. Dhiman and Sharma (2009:20) looks at "place" as the channels of distribution that an institution makes use of to put across its own physical products or services to the end users. He reinforces this further by stating the sharing of the library products and services as to when, where and how it is made available for the user. The fact that place doesn't have to be the physical location, research by Das and Karn (2008:2) recommends that a strong web presence is necessary marketing information resources in school libraries. The place or location of the library services department should be publicly advertised in such a manner that users would appreciate the building and visit to use the resources. With the introduction of information technology in many libraries, information services can now be accessed anywhere and at any time (Nwalo and Oyedum 2007:30-1).

Bahran (2008:9) found out that the main objective of library marketing is to select a system that can support the users to make use of library's product and services. Therefore the potential users must know of its existence and benefits of the information products and services. Dhiman and Sharma (2009:21-2) notes that the price aspect from the perspective of client as what to consider before any purchase of a product is conducted.

They classify the financial price and the social price as the determinants to product access. The financial price is the fee of a certain amount by the customers before they get to a product. Social cost on the other hand is the extra attempt that the clients have got to make to be able to get the product.

2.1.2 Relationship Marketing Theory

The relationship marketing theory was developed by Gummesson (1994:3-4) to clarify the marketing mix of information services. He emphasizes that it is a form of marketing where that originated from the 1980s what lays emphasis on relationship creation with the users other than on the transactions. One way of creating relationships is through understanding of the needs of the customer then tailoring products and services that meets their needs. Besant and Sharp (2002:4) on the other hand recommends a creation and maintenance of cordial relationships between with the customers while paying attention to the relationships and partnership models.

The relationships and partnership models includes; customers markets, internal markets supplier and alliance markets, referral markets, recruitment markets and influence markets.

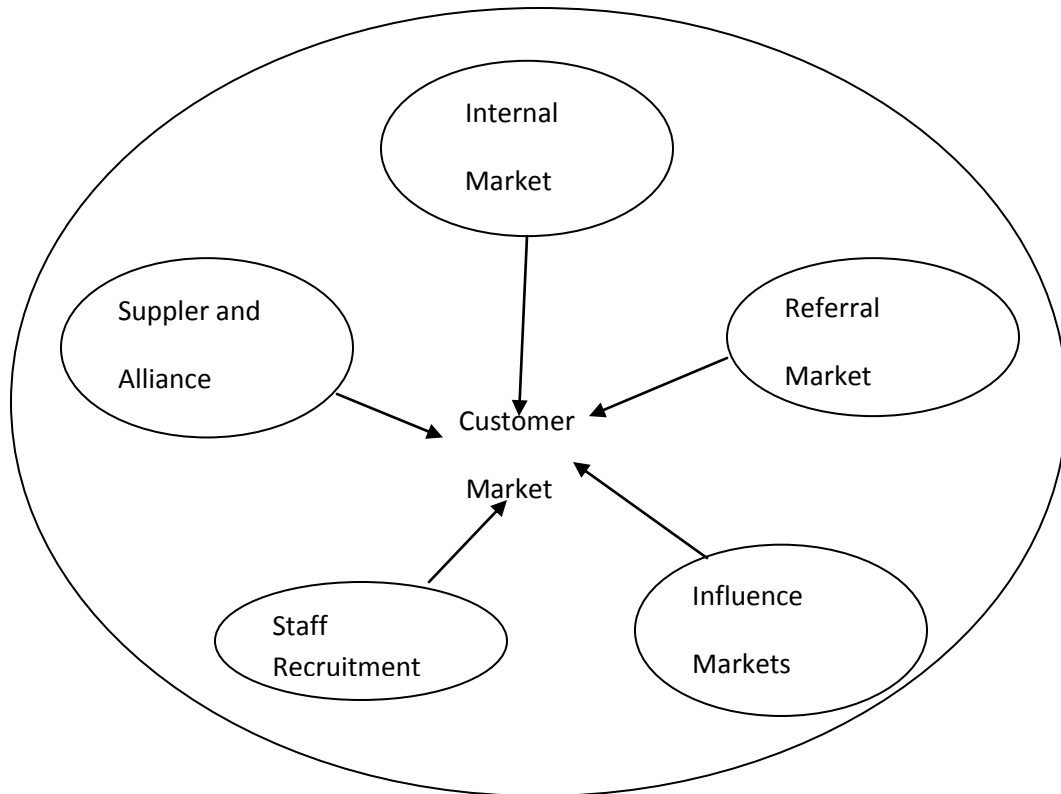


Figure 1: The Six Markets Model Source: Christopher et al (1991).

The model puts consumer market in the middle, reflecting the fact that the customer is the biggest and most important market which an organization should concentrate on developing relationship. The referral market distinguishes the part that a good word of mouth plays in generating business for an organization. Referrals come from existing satisfied users or clients who tell their friends and acquaintances about the products and services, underlying also the importance of customer's relationship marketing. The influence markets entail the media, management and government that provide the capital.

Managing this relationship will be very essential in ensuring that relationships are managed effectively and efficiently. Any organization that relies on good customer service has a tendency to attract the best customers who will treat their customers well. Relationship establishment with the customer is mainly centered on ensuring that the connections build are cordial. For relationship theory to be meaningful it needs the support of the management and library staff.

2.2 Empirical Studies on Marketing School Libraries

Various literature show that marketing of information resources is vital for learners to enable them become better researchers, to help the information professionals to make known their services and products for better utilization. Oyewusi(2009: p245-6) notes that a library is definitely the heart of an institution and its main duty give staff, students and researchers assistances and favorable atmosphere to enable both learning and research. Namara(2010:2-3) defines marketing as the many activities undertaken in making sure that you always meet user needs and in return get value. Therefore, marketing of information resources should be a continuous process where libraries make an effort to provide and satisfy the information needs of users consistently. Lautenstager (2003:32-3) also says that marketing is coming up with philosophies that puts the client at the centre of everything.

Stripp (2008:12-14) identified three major types of marketing:

- Online marketing: this is marketing that occurs online, which is also called internet is marketing. It includes search engines marketing and email marketing.

- Offline marketing: It involves any form of marketing that is not done online. Examples are advertising on newspapers, television and radio etc.
- Word of mouth marketing: This is the most influential form of marketing. It relies on an organization`s customer when satisfied with services offered to her to refer new customers to that organization.

Most pieces of writings on marketing libraries do not talk about empirical study on library practices, but talk about the values of marketing, and advice information professionals to have an active and organized way to marketing. Alire (2007:546) notes that attention to marketing of libraries (in the US) has been slow, say that marketing is now critical: ‘...libraries cannot afford to sit and wait for clients – students, faculty, and staff – to use the library; there is no longer a definite audience. Competition is higher...’. Wang (2006:46) on the other hand notes that the use of marketing ideologies and methods enable libraries know well the client’s wants, defend financial requests, communicate well with a wide range of exterior audiences, and attain better efficiency and best possible results in conveying products and services to meet the identified needs of their users.

2.3 Marketing Strategies

Stueart and Moran (2012:119) defines marketing in the library perspective as “...the process of identifying the wants and needs of the population of library and information center customers and identifying the capabilities of the organization to address those needs and then developing or adjusting services and products to satisfy various targeted segments of that market”. Marketing plan is generally a declaration of the duties to be

conducted to be able to attain the aims and objectives of marketing. Marketing also means functioning with markets to actualize possible exchanges for the reason of satisfying human needs and wants. It is the process of planning and executing the conception, pricing, promotion and distribution of goods, services and ideas to create exchanges with target groups that please customer and managerial objectives (Kotler 1996:6). A school library should develop “marketing mindset” to the growth of new and already existing services to make sure the needs of the users are been met. There is need for a good knowledge of the students and staff and the services they need so as to be able to meet their demands.

It has the fundamental aim of increasing sales and achieving a sustainable competitive advantage. Excellent marketing gives the way by which clients are made aware of the services of the library and its value. Toit (1992:39) suggested that in determining generally business approach for an information service, management has to come up with a product collection plan for decision making on the key uses of current products. Collection analysis is an incorporated planning method for establishing the strategic function of every product on the basis of development of the product in the market and its market share compared to that of competitors.

When it comes to libraries, marketing is an adequate change in the conventional approach of librarians on acquisition, organization, processing and retrieving information. The beginning of library service ought to be to help its clients to solve their information gathering and processing needs. The library can do only if it relies on organized information collection, procedures and policies and alters its products, services and

organizational policies and procedures to the demands of the users. Marketing is a vital fraction of library service, for the reason that it has to do with vital principles of librarianship i.e. to build up high-quality collection and user-oriented services. In today's financially difficult times and with inadequate financial support to support a variety of competing publicly-funded entities, it is key that libraries understand how to effectively market themselves to their stakeholders and promote their value and importance to the community it serves.

2.3.1 The Product

A product is something that can be presented to a market to fulfill an existing desire or want. A great collection of resources, services, and programmes comprise of the library's product. A school library has goods, either physical (e.g. books and Internet access) or intangible (e.g. personal help, or worth of the library as a premier community organization). De Aze (2002:5) says that, "products and services which provide benefits for users and which answer users' most important needs are the core business of the library and information service" (Aze de Elliot E.2002:5). Seetharama (1998) believes that, devoid of products no institute has reason to be present, there is no duty to execute; thus product is the most significant factor in marketing, and Weingand (1995:307) declares that, the library's product can be set within a three dimensional agreement of the product mix, product line, and product item. Programmes of the library are a product line where product items consist of bibliographic instruction, displays, and lectures.

Yanovskii (1996:9) in an article talks about coming out of a new market for information products and services and looked at the role of marketing in sustaining the development

of that market. He also enlightened how marketing methods can be used to analyze market conditions, promote new information products and stimulate demand.

2.4 Information Literacy

School Libraries need to have information literacy lessons that will enable the students to know what is available in the library. This can also be considered as the first method that librarian can use to market the library to the students and staff. Bahran (2008:5) says that, 'Marketing is used to identify the client, to keep the client and to fulfill the client. With the client as the center of its actions, it can be concluded that marketing management is one of the key constituents of business management. Being able to find information, assessment and communication are vital in today's digital world. There is need to equip learners with the realization of the diverse kinds of information offered, how to seek out effectively and assess the quality of the information they retrieve as well as an understanding of breach of copyright and the issues surrounding the ethical use of information. There is need to assist them to appreciate the principles of study and writing and so enabling them to not only find information and evaluate it effectively but also to communicate their findings. This process will give power to students to become self-sufficient learners who are self-assured in their abilities and who will be able to transfer these skills into the work. Boden continues to say that Information Literacy (IL) is vital for lifelong learning and independent learning. IL helps students to have confidence and be self-sufficient learners, problem solvers and decisive thinkers.

2.5 Digital Technologies

School Libraries need to embrace technology to attract students the library. According to Ravichandran and Babu (2008:16), marketing in library and information services is the process by which the library products create utility for the customers and library. The marketing process involves planning, pricing, promotion and distributing of the library products. Once the needs of the library users are identified, strategies are laid down to satisfy them efficiently and effectively. The marketing process is a continuous process that entails assessments of the final user. Weigard (1995:45) on the other hand defines the marketing library and information services as a method of exchange and a way of reinforcing the corporation between the library and the surrounding population. This entails the priorities, expectations, individuality, responsiveness, relationship, quality of services, professional skills, competences and value added services for the final user.

There are websites that incorporates infographics that can be available for the students to use as well as the teachers while teaching them. When infographics are used in combination with activities that need reading and critical thinking, students enhance important transferable skills. Examples are books like solar systems, weather and climate, energy and waves, life science, natural disasters among other.

2.6 Skills and Competencies

In a modern era digital environment, fundamental competencies as well as skills are needed by professionals in not only disseminating information but also ensuring its quality. Therefore the requisite knowledge, competencies and skills will ensure that the research is quality and informative to the users. The current generation relies on

technology for information more than the books. This starts even in high schools compared to before. Empirical studies have indicated that the short of sufficient skills and competence by the library human resource in the digital technology revolution is the biggest challenge (Kandiri, 2012:12, Manduku et al, 2012:20, Zaman et al, 2011:11, Ayere et al, 2010:105).

The lack of skills and competence is even complicated further due to the weak and poor infrastructural information to reinforce the advancement in the digital technologies. However, the biggest challenge that is facing the digital technologies in library information systems and e-learning and e-research is the effect of academic and capital assets. To be able to handle the digital environment successfully, information professionals require knowledge, skills and competencies in information management, electronic resource planning systems, social computing and digital technologies, identification and creation of opportunities through business entrepreneurship practices, innovation and creativity, proactive marketing and promotion strategies, teamwork and partnership, leadership skills, information literacy skills, and informetrics (Anyangwe, 2012:20, Belzile, 2010:5, Canadian Association of Research Libraries 2010:12).

2.6.1 Skills

The digital technologies have an impact on how the digital information is disseminated to the end users. This is because they provide a platform through which intellectual information is accessed, interpreted, disseminated and its archive integrity preserved. Therefore the information professionals as well as school libraries provide a platform through which digital resources and systems are managed and reinforced (Anyangwe 2012:15&Zaman et al, 2011:9).

Inevitably, the current digital environment requires sound knowledge and realistic skills on how to administer and propose real time and significant information in relation to the targets and objectives of institutions of higher learning organizations due to the issues related with excellent services and international standards. School libraries require an effective and strategic planning process on how to implement the technological systems, development of internet applications as well as training human resources.

2.6.2 Competencies

The European Parliament Council (2008:13) defines a competency or a capability as a set of information and ability that makes an employee to familiarize effortlessly in a working field and to work out difficulties that are associated with their professional roles. Competency is fundamental to the in institutions such as school libraries globally. The success or failure of an individual or institution largely depends on the level and the type of competency that exist with particular institution or individual. Chandra (2011:6-7) on the other hand cites competency as a fundamental attribute in individuals which has an impact on their performance and behavior at work.

Competencies that are identified by Marshal et al (2003:16) include the professional and personal competencies. The proficient competencies are attributed to the librarian's knowledge in the areas of resources, information access, technology, management and research. It also entails the capability to use these areas of knowledge as a basis for providing library and information services. The personal competencies on the other hand entails a set skills, attitudes and values that enables librarians to reinforce their effectiveness at the work place, communicate efficiently and have a demonstrated value addition in their work.

According to Chandra (2011:29-30), the major impact of staff competency to the marketing of informational resources in libraries include the administration of the library information in a transparent and dynamism manner, fostering positive and good relationships, enhance the information resources innovation, adaptability and flexibility in attitudes and the provision of quality library information services amongst others.

Competent and informed human resources in the libraries will serve to reinforce the marketing process. This is further reinforced better by Snoj and Petermanec (2001) who asserts that an effective marketing knowledge has an effect on libraries due to the creation of a competitive advantage over other information libraries. The effect of competency is the improvement on the organizational status and brand image to different stake holders and thereby improves the performance of the libraries in general.

Moreover, Pearson (2009:2) cited that competency discriminated a librarian from a Para-professional. The librarian is supposed to be competent in library management, advocacy and marketing that take place in the library. Librarians are supposed to carry more responsibilities and lead the organization towards fulfilling its goals. Librarians and information professionals need to be very competent in marketing of library services. On the other hand, Maillese (1995) found out that many librarians lacked the requisite professional understanding of the marketing concept and its availability to their field. Those who claimed to be conversant with the concept, understood it to mean only promotion or selling.

Amaral (1992:6) reinforced this point through his findings that most of the librarians had full information about what marketing was but lacked competence on the needs of the

users are. He further noted that some librarians were not competent in marketing of library services because of lack of training or been equipped and education. Time and again, librarians do not promote library services well due to lack of training and knowledge of marketing tools and techniques. Barnes (2009:3) recognizes the importance of information. He further indicates that the value addition by the competence of the librarians help to market information resources better than even the virtual library itself. For without a librarian, a library is just a collection of information resources without content. He recommended that librarians must think like entrepreneurs. This can be achieved by building strong relationship and the use of technology to develop and market their services.

The New Jersey library association (2011:30) explained that librarians should have good public relation skills. They should articulate ideas clearly and effectively and be able to conduct market research in order to identify user's information needs. In addition, Rowley (1997) suggested that librarians need to be competent in the areas of information resource knowledge, subject knowledge and development knowledge. Properly equipped, librarians should apply the marketing concept to service. This begins with aligning the mission statement and the goals and objectives of their services towards a strong customer orientation by developing strategies that will aid in accomplishing their mission.

Kavulya (2004:9) on the other hand reinforces on teaching marketing in library and information schools in coping with the global developments, the better understanding of the marketing concepts will lead to better performance and proper provision of library and information services. Farkas (2011) outlines the following levels of competence

required by a librarian in marketing of library services. The competencies for librarians include project management skills, ability to organize and implement innovative projects and the capacity to evaluate library services. They should have the ability to compare and contrast the diverse versions software to figure out which will best meet the needs of the users.

2.7 Benefits of marketing of information resources

According to Sharma and Bhardwaj (2009:36), the marketing of informational resources plays a great role in ensuring that the right information about their library resources and services to the community is disseminated to the users of their services. Martey (2000:55) confirmed this by asserting that marketing enables librarians to know how the library can gain competitive edge over their more aggressive and wealthy competitors. Another effect of library marketing is the establishment of the relationship between the librarians and its users. Marketing of the information resources helps in the creation of an effective relationship between the client and library (Igbeka 2008:8). It helps in the retention of the existing clientele, recruitment of new customers as well as the reinforcement of the existing relationships with the existing clientele.

As cited by Ojiambo (1999:45), the marketing informational resources enable librarians, knowledge managers and information managers to know and understand the needs of their users. This will help them to make good management decisions, which in turn help in providing services to clients more effectively and efficiently. He further reinforced the importance of marketing by noting that marketing will enhance libraries in presenting their services as a dispensable part of the organization within a community. Moreover,

Ojiambo (1999:35-6) pointed out that marketing enables the gaps to be filled about the potential users of the information.

Dhiman and Sharma (2009:4) assert that marketing has an effect of reinforcing the key values and principles of the profession in the changing environment. It helps in building better customer relations and contributes to positive relationship with media, businesses and government agencies. Jaafar (2009) on the other hand asserts that marketing helps in the value addition. Leisner (2004:23-4) identifies some effects of marketing for any institution or organization, these includes the capacitating institutions to enhance their perceived value of information resource services and also to survive amidst the tough competition from rivals.

2.8 Conceptual Framework

Conceptual framework will be developed to show the relationship between independent variables, dependent variables and the outcomes. The independent variables are marketing strategies, the digital technologies, benefits of marketing and skills and competencies. The dependent variable will be marketing of information resources in school libraries. The expected outcome will be the improved and effective marketing of information resources in school libraries in Kenya. The figure below helps to visualize the relationship between the main concepts and variables that were relevant to this study.

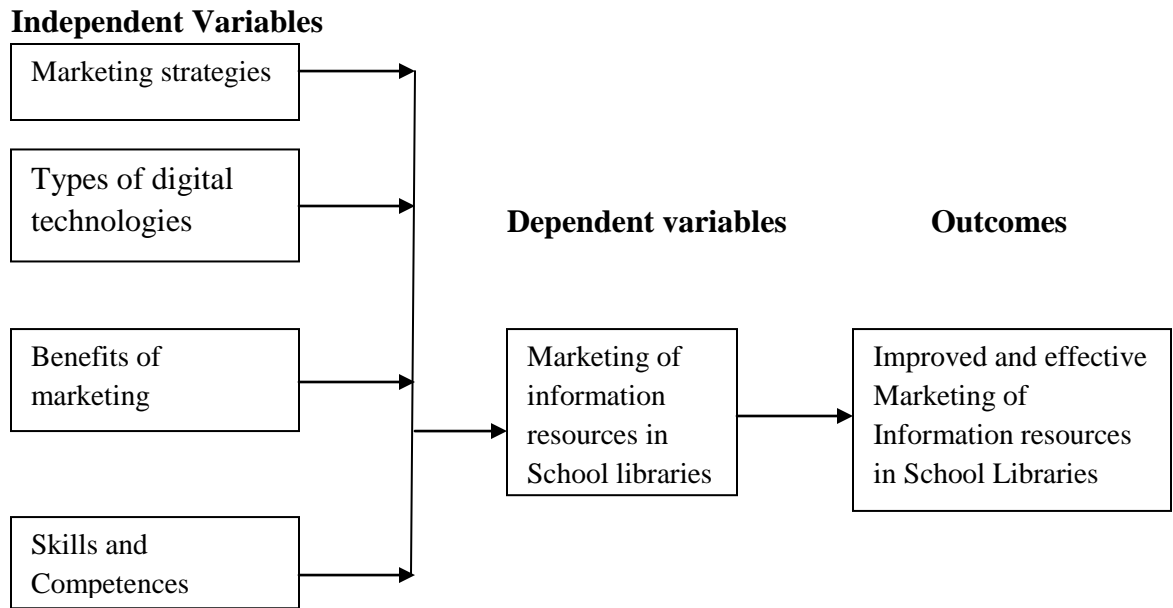


Figure 2: Conceptual Framework Source: Researcher, (2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented and discussed the procedure and method that was used in carrying out the study under the following subheadings: research design, area of the study, target population, sample and sampling technique, data collection methods, research instruments, and data collection procedures.

3.1 Research Design

This study adopted a descriptive survey design. According to Ifidon&Ifidon (2007:9), a descriptive survey design entails data collection with the objective of finding answers to questions regarding the prevailing conditions, beliefs, practices, attitudes that are held, developing trends as well as reporting the phenomena as it is. The study utilized both qualitative and quantitative elements so as to offer an option for examining approaches. Questionnaires were given to the heads of departments, the teachers, non-teaching staff and students while interview questions were given to the top management and the library staff. Quantitative research method is the systematic examination of social phenomena through statistical, mathematical or numerical data or computational techniques. The objective of quantitative research was to develop and employ mathematical models, theories and hypotheses pertaining to phenomena (Mugenda and Mugenda2012:15). Qualitative data was collected by administering close ended questions through the questionnaires. The questionnaires were given to the students and staff of Aga Khan High

School, Nairobi. Afterwards data was analyzed. It involved collecting data and answering questions on the views and opinions of users on marketing of information resources in school libraries and reports the way things are. The adoption of the research design is based on its capacity to enable the researcher to extract information from a wide sample of respondents so as to warrant generalizability on the marketing of library services.

3.2 Area of Study

The research was carried out at Aga Khan High School Nairobi library, in Westlands sub-county, Nairobi County. The institution is situated in Westlands sub-county, along Waiyaki way, about 7 kilometers from Nairobi city centre. The school offers both the KCSE and IGCSE curricula. The study specifically covered the Aga Khan academic library. The choice of the location was informed by the fact that the school is a multicultural and mixed-curriculum school offering both curricula and therefore all categories of library users are well represented. The choice of this institution was informed by the fact the institution offers both the local and international curricula where both are represented.

3.3 Target Population

The target population comprised of the top management, Heads of departments, teachers, library staff, non-teaching staff and the students of Aga Khan High School, Nairobi. It included all the personnel at the institution regardless of their gender and position in the school.

Table 1: Distribution of respondents

Population Category	Frequency
Top Management	6
Heads of departments	8
Teachers	36
Library Staff	2
Non-teaching staff	18
Students	185
TOTAL	255

3.4 Sample and Sampling Techniques

The study used probability sampling method because each element from the population has known probability of being selected. The study sought to explain how probability sampling can be applied practically to collect and analyze data. The research focused on a sample of 255 respondents of the entire population. A sample is said to be a part that represents a whole population in a study. The research focused on techniques that were simple to apply in the study for the best results.

3.4.1 Sample Size

Oladipo (2014:8-9), describes a sample as a set of respondents that are selected from a larger population for the purpose of determining characteristics of the whole population. Kuul (1984:23) opines that sampling is the process by which a relatively small number of individuals, objects or event are selected and analyzed in order to find out something about the entire population from which it is selected. For this particular study the sampling method used was the simple random sampling method. The sample size was mainly based on; senior management, teachers, library staff, non- teaching staff, and students. The sample size was realized through use of Cochran 1963 equation;

Infinite population

$$n_0 = \frac{Z^2 pq}{e^2} = \frac{(1.96)^2 (0.5) (0.5)}{(0.5)^2} = 385$$

Where $n_0 = 385$

$$Z = 1.96$$

$$p = 0.5$$

$$q = 0.5$$

$$e = 0.5$$

Finite Population

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

$$= \frac{385}{1 + \frac{385 - 1}{N}}$$

$$N = 154$$

Sample size = 154.

Table 2: Distribution of the Target Population

Population Category	Frequency	Sample size	Percentage
Top Management	6	4	2
Heads of departments	8	5	3
Teachers	36	22	14
Library Staff	2	1	1
Non-teaching staff	18	11	7
Students	185	111	73
TOTAL	255	154	100

Source: Researcher's own tabulation

3.4.2 Sampling Techniques

According to Denscombe (2009: 26-7), sampling entails a process of selecting a subset of a population to participate in a research study aimed at drawing conclusions about the entire population. The population was stratified into six groups, which included the top management, the heads of department, teachers, library staff, non-teaching staff and the students. This reduced degree of error in the sample. Random sampling was used to avoid bias and give equal chances to all the groups.

3.5 Data Collection Methods

The study applied both the qualitative and quantitative methods of collecting data. Questionnaires and interview questions was used to collect data in the study.

3.5.1 Instrument for data collection

Konar (2009:12-3) describes data collection as the procedure of collecting and measuring information linked to the study variables in an established and organized manner to help answering the research questions, testing hypotheses and evaluating the outcomes. The researcher used questionnaires which were administered to all the respondents. The questionnaire was termed as marketing library services in academic libraries (MLSALQ). The questionnaire contained closed ended questions. The questionnaire was in two parts. Part 1 sought for the general information about the respondent. This section has three items. Part 2 has 23 items which was modified into four sections (1-4). Section one with 7 items sought information on how the respondents rated the marketing strategies required in a school library for effective access of information resources. Section 2 contains 3 items which sought information on how the respondents rated the technologies that need to be utilized in a school library in order to for users to effectively use the information resources available. Section 3 with 7 items sought information on how the students would rate the skills and competences required for effective marketing of information resources in school libraries in Kenya. Section 4 with 6 items inquired into how the respondents would rate the need for marketing of information resources in a school library. The study also conducted interviews. The interview schedule with 9 items sought information concerning the policies, amount of funds allocated, the kind of support which is accorded by management, the department(s) responsible, how often the

information resources are marketed, strategies which can be used, technologies which can be used, the benefits attached as well as the necessary skills that should be required for marketing of information resources to be effective and efficient in the school.

3.5.1 Questionnaires

The instrument used in data collection was a questionnaire. The questionnaire is regarded as a Marketing Library Services in Academic Libraries Questionnaires (MLSALQ). Questionnaires were self-administered to the respondents who were the heads of departments, teachers, non-teaching staff and the students, to enable the enumerators to access all respondents under the sample. Questionnaires are described as written instruments that present respondents with series of questions or statements.

3.5.2 Interview Schedule

This study interviewed four top management officials, from a total of six. This enabled the research discuss on issues relating to policies on marketing of information resources in the school. They were notified so as to book an appointment for the interviews. One library staff was also interviewed to be able to have a feel of the actual situation on the ground, the challenges the library faces and what they think about marketing of information materials to the school fraternity.

3.5.3 Pilot Study

A pilot study was performed to test for the validity and reliability of the research instruments. The pilot study was conducted at Kianda School to determine reliability of research instruments. The research instruments were pre-tested so as to establish whether relevant data was to be collected and to find out the challenges likely to be encountered

during the administration of research instruments. Piloting was done so as to find out the clarity of the research instrument items used. According to Mugenda and Mugenda (2002), the acceptable sample size range is between 1% and 10%. 1 HOD, 2 teachers, 1 Non-teaching Staff, 11 students, a total of 15 participants will be used in the pilot study.

After pre-testing, the reliability of each research instrument used was executed using Cronbach's Alpha coefficient. According to Suter, Allyn & Bacon, Cronbach's Alpha Coefficient is applicable to all scale types (7-8). The Cronbach's Alpha coefficient was established using SPSS software version 17.0. The reliability coefficient for the research instrument used was 0.85 (n=15). According to Mugenda and Mugenda, an alpha value of 0.7 and above is acceptable and suitable for social science research (2). This is confirmed by Fraenkel and Wallen who considers a reliability coefficient of 0.7 as acceptable to guarantee an accurate deduction (21). The research instrument was therefore reliable enough in data collection.

3.6 Ethical Considerations

A letter of introduction was sought from the Aga Khan High School, Nairobi management and information users to conduct the study. The principle of voluntary participation was strictly adhered to and no participant was coerced to participate in the research. The study also guaranteed the participants confidentiality by not capturing names and other means of personal identification. Intellectual honesty was respected in this research by avoiding any form of plagiarism

3.7 Data Collection Procedures

Data was collected by use of questionnaires, which involved distributing the questionnaires to the sample population. The questionnaires were distributed through the head of the various departments. This assisted to ensure that the subordinates to the head of departments take the exercise with a lot of seriousness as the end result will benefit the institute since the study was not be generalized. The library prefects helped in distributing the questionnaires to the fellow students, and also assisted in dropping the answered questionnaires to the circulation desk. Heads of department, teachers and non-teaching staff were requested to drop the questionnaires at the circulation desk in the library, or at the heads of department's offices. The interviews were conducted on the agreed days with the top management and the library staff.

3.8 Data Analysis

This study generated both qualitative and quantitative data. Quantitative data was analyzed using analytical tools such as arithmetic mean, frequency distributions and percentages. The data was edited to check for completeness, accuracy and uniformity. Qualitative data was analyzed using content analysis, which was used to analyze, and to audit checklists of the secondary data collected through observation. The results were further presented by use of tables, and narrative for documentary information collected from both the secondary and primary sources. Descriptive statistics was used to explain the sample results and the findings to the rest of the population. A statistical software SPSS (Statistical Package for Social Sciences) was applied in this analysis which enabled computing of the procedures and data, making it faster to generate data automatically given information on the variables. Align your work

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter describes the results of data presentation, analysis, results and discussions using the objectives and research questions. The study aimed to discuss the marketing of information resources in school libraries in Kenya. With a sample size of 154, where 149 was used to answer the questionnaires, 4 were the top management that were used to answer the interview questions and one librarian who answered the interview questions as well. The questionnaires were distributed to 149 respondents out of which 134 respondents completed and returned the questionnaires making a response rate of 89%. The results were then presented in tables and charts with explanations given in prose. Open ended questions, interviews and participant observation were used to collect to assess the marketing of information resources in school libraries.

4.1 Presentation of Data

The study used questionnaires, interviews and observation to assess marketing of information resources in school libraries and suggested ways and strategies to make it effective and efficient. The sample size used for the questionnaires only was 149. 111 were students, 5 Heads of departments, 22 teachers and 11 non teaching staff. All the categories answered the questionnaires except for the top management and the library staff who answered the interview questions. The total number of questionnaires that were returned was 134 out of 149 that were distributed. That was 89.9% of return rate. The top management targeted of 4 together with one library staff that were targeted for the interview all availed themselves making it a 100% response rate in that category. The

overall response rate for this study was 89%. The response rate is illustrated in the figure below:

Table 3: Response Rate or Respondents

The top management targeted of 4 together with one library staff that were targeted

RESPONDENTS	DISTRIBUTED	RETURNED	PERCENT
H.O.D	5	5	100
Teachers	22	20	90.9
Non-teaching staff	11	9	81.8
Students	111	100	90.1
TOTAL	149	134	89.9

4.2 General Information

The study sought to find out the respondents general information. It generated general information on respondent's gender, the number of years they have worked at Aga Khan High School, Nairobi and their designation. This was necessary to validate the responses which helped the researcher to understand from which level of experience the respondents answered questions. It was established that most respondents have been members of the school library for a period of five to eight years as this category has 11.84 percent, while zero to four years were at 76.31 percent (students), 9 to 11 years 5.26 percent (teachers and non-teaching staff) and over 12 years 6.57 percent (non-teaching staff). Therefore, it can be concluded that a substantial number of respondents have been members of the school library for longer periods, thus in better position to provide useful information relating to marketing of information resources.

Table 4: Duration of Membership to the School Library

	Frequency	Percentage
0-4yrs	58	76.31
5-8yrs	9	11.84
9-11yrs	4	5.26
12yrs & above	5	6.57
TOTAL	76	99.9

(Source: Author 2017)

4.2.1 Designation of Respondents

The study also sought to find out the designation of the respondents involved in order to determine the stakeholders of the school for the purposes of decision making, policy making and other managerial duties.

Table 5: Designation of Respondents

	Frequency	Percentage
Top management	4	5.26
Teachers	11	14.47
Non-teaching staff	2	2.63
Students	59	77.63
TOTAL	76	99.9

4.3 Marketing Strategy

This section addresses research question one on the types of marketing strategies that are offered in school libraries. All the strategies required for marketing to be effective were accepted by the respondents. The following strategies were identified based on the most importance strategy as suggested by the respondents; the strategy of organizing training, seminars and workshops to educate librarians on marketing had a mean score of (4.0), followed by the willingness of the librarians to market information resources (3.50), inculcation of marketing in the curriculum had a mean score of 3.42. This was closely followed by the provision of adequate facilities for marketing at a mean score of 3.40 and then an establishment of a unit for marketing at a mean score of 3.30, the need for a marketing management policy at 3.22 and finally the need for a separate marketing budget by the management for the purpose of marketing scoring the least at a mean score of 3.19. The questionnaire items 1 to 7 of the questionnaire were used to answer the research question as presented on table.

Table 6: Marketing Strategies

	Strategies required for marketing to be effective	Strongly agree	agree	disagree	Strongly disagree	Mean	Decision
1	Organizing training, seminars and workshops to educate librarian on marketing	107	47	-	-	4	A
2	Marketing should be inculcated in the curriculum	68	84	3	-	3.4	A
3	Library management should have a separate budget	47	89	18	-	3.2	A
4	Management should have a marketing policy	50	89	15	-	3.2	A
5	Provision for adequate facilities for marketing	63	86	5	-	3.4	A
6	Librarian should be willing to market information resources	78	70	6	-	3.5	A
7	A unit should be established for marketing	55	84	15	-	3.3	A

(A- Agree, D- Disagree)

4.4 Technologies in Marketing of Information Resources

This section addresses research question two on the technologies available in school libraries. Three technologies were presented to the respondents so as to answer the research question 2. The respondents were required to identify the technologies that were used in the library. The technologies which are used in the library include the use of mobile apps for marketing of library information services at a mean score of 3.1 as well as the social media for marketing of information resources with a mean score of 2.5. However, some techniques were not utilized at the library including the need for instant

messaging in marketing of information resources (1.8) and the need for active accounts on social media (1.6). The research question was answered using the questionnaire items 1-3 in the questionnaire.

Table 7: Technologies in Marketing of Information Resources

	Technologies that need to be utilized	Great Extent	Medium extent	Little extent	Unavailable	Mean	Decision
1	The library should use instant message in marketing of information resources	5	37	52	60	1.8	D
2	Social media should be used for marketing of information resources	13	65	57	18	2.5	A
3	The library should have active accounts on social media	5	23	52	73	1.8	D
4	The library should use mobile apps for library outreach.	50	73	23	8	3.1	A

(A- Agree, D- Disagree)

4.5 Skills and Competencies

This section addresses research question three on the skills and competencies of an information professional in marketing of information resources. Various marketing skills and competencies were presented to the respondents. The results indicate that the major marketing skills and competencies required as perceived by the respondents include one's ability to answer user's query as well as the ability to question and evaluate information resources which had a tie in the mean score of 3.6. Based on the scale for analysis, the

respondents agreed that skills and competencies such as: ability to sell information technology skills, information technology skills, good communication skills, interpersonal skills and the ability to conduct research were also necessary for use in the marketing of library services. This research question was addressed using the questionnaire items 1-7.

Table 8: Skills and Competencies

	Marketing skills and competencies required	Strongly agree	Agree	disagree	Strongly disagree	Mean	Decision
1	Good communication skills	94	31	26	3	3.4	A
2	Interpersonal skills	68	83	3	-	3.4	A
3	Ability to conduct research	78	71	5	-	3.5	A
4	Ability to answer user query	97	55	3	-	3.6	A
5	Ability to question and evaluate information resources	89	62	3	-	3.6	A
6	Ability to sell the information resources	78	70	3	3	3.5	A
7	Information technology skills	71	78	5	-	3.4	A

(A- Agree, D- Disagree)

4.6 Need for Marketing Information Resources

This section addresses research question four on the reasons for marketing information resources in school libraries. Table 4 shows the respondent responses on the reasons for marketing information resources in school libraries. One item was rated highly as the major reason for the marketing of information resources in the school libraries. The reason was to enlighten the users on the relevance of using the library at a mean score of 3.5. The other questionnaire items concerning the need for marketing information which were rated include: to improve interpersonal relationship between the librarians and users (mean score of 3.3); To compete with other information providers (mean score 3.4), to help users develop skills to acquire information from various sources (mean score of 3.4); to identify the information needs of users (mean score of 3.4) and also to achieve a higher level of customer satisfaction at a mean score of 3.4 as well. This research question was answered using questionnaire items 1 to 6 of the questionnaire.

Table 9: Need for Marketing

	Need for marketing	Strongly agree	Agree	disagree	Strongly disagree	Mean	Decision
1	To achieve a higher level of customer satisfaction	78	63	10	3	3.4	A
2	To enlighten the users on the relevance of using the library	71	78	5	-	3.5	A
3	To identify the information needs of users	73	65	16	-	3.4	A
4	To help users develop skills to acquire information from various sources	71	75	8	-	3.4	A
5	To compete with other information providers	55	83	16	-	3.4	A
6	To improve interpersonal relationship between librarian and users	52	83	16	3	3.3	A

(A- Agree, D- Disagree)

4.7 Chapter Summary

The main benefit of marketing information resources to the school libraries in Kenya is to enlighten the library users on the relevance of library use. Other benefits which were not highly rated include: to improve interpersonal relationship between the librarians and users; to compete with other information providers; to help users develop skills to acquire information from various sources; to identify the information needs of users and also to achieve a higher level of customer satisfaction. Several technologies have been integrated into the marketing of library services. The most considered technology in the libraries

includes the use of mobile apps for marketing of library information services. The other technologies such as need for instant messaging in marketing of information resources and need for active accounts on social media were not preferred by the users. Some of the competencies most considered as necessary for the marketing of library services, as evidenced by the study include the ability to answer user's query as well as the ability to question and evaluate information resources. The study findings establish the various strategies essential in the marketing of library services. Of the strategies identified, the utilization of organizing trainings, seminars and workshops to educate librarians on marketing were the most preferred. Other strategies identified include; the librarians should be willing to market information resources, marketing should be inculcated in the curriculum, adequate facilities should be provided for marketing, establishment of a marketing unit, adoption of a marketing management policy and also the need for a separate marketing budget by the management for the purpose of marketing.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the discussion on the study findings, implications of the study, recommendations, limitations as well as suggestions for further research and conclusion.

5.1 Summary of Findings

The results and findings of the study were discussed, conclusions made and recommendations on the way forward.

5.1.1 Strategies Required for Marketing to be Effective

The results of research question one indicates that all the questionnaire items were rated as strategies required for marketing of library services to be effective. The questionnaire with the highest rating was the marketing strategy of organizing training, seminars and workshops to educate librarians on marketing. It was then preceded by the strategy of incorporating librarians who have the will to market information resources. The respondents also agreed to the need for integration of marketing in the library school's curriculum. The strategies of organizing trainings, seminars and workshops and the integration of marketing in the library school curriculum are consistent with the findings by Kavulya (2004). He attributed the incompetence of the librarians in effective marketing of library services to the lack of proper training and pedagogy in marketing. He also noted that the marketing is being deliberated upon more and professionally

accepted currently as compared to the past decade. However, this has not necessarily contributed to the inculcation of marketing content in the library school's curriculum.

This perspective was reinforced by Ondari-Okemwa (2013:41) who laid emphasis on the need for training librarians on the crucial marketing principles and approaches to enable them market the library services more effectively. Therefore the curriculum on library services should be updated, reviewed and revised so as to incorporate marketing and management elements to enable effective marketing of library services. There should be concerted efforts to ensure that the curriculum is designed in such a way that it promotes the marketing of library services. It should emphasize on the essence of information services, need for seeking consumer information on marketing behavior to enable projection of market trends and tastes. It should also entail a proper planning, market research and strategies that work best.

The willingness of the librarian to market library services has been noted as one of the key strategies necessary for the enhancement of marketing library services. This questionnaire item is consistent with the findings of Hillary (2013:9) who asserted that the librarians who are already in the field should have the passion and willingness to market library information. With the ever increasing market providers and changing consumer market, there is need for the librarians in the field to be extraordinarily committed and passionate in improving the quality of library services so as to meet the ever changing needs of the library users. According to Kavulya (2004:42-3), the idea of marketing of library services has not taken root in the Kenyan library service providers. Therefore for the librarians to be relevant, they have to keep abreast with the current information market through a dedicated marketing of services and products.

5.1.2 Technologies in the Marketing of Library Information Resources

Regarding the responses given by the respondents on the technologies in the marketing of library information resources, the rating for the use of exhibitions and display of new resources was high. This was followed by the utilization of social media for marketing of information resources. The use of mobile apps for marketing of library information services is one of the effective means through which library information services can be marketed. This is a very efficient and cost effective technique in marketing library services. This is consistent with Aremu&Sakawho have cited the increase in the extent of usage of Smartphone as a new opportunity for the library information providers to reach out to the users (23). The use of mobile apps in marketing goes beyond the use of traditional channels, some of which have been overcome by time and events.

Jessy&Rao (2016:243-4)on the other hand lays emphasis on the need for libraries to provide an array of mobile services to the users to enable them to access the library through the mobile-optimized websites for the schools. The use of mobile technology provides a unique diversity and richness of library information services and products which enhance the user experience on information retrieval and search. The questionnaire item is also consistent with Aremu&Saka (2014) who has given the use of mobile technology a clean bill of health. He cites that the recent advancements in the technologies and vast usage of Smartphone where people are taking advantage of the connections available offer an opportunity for the library service providers to provide the technology to its users. This will enable them to access content from the websites and even third parties wherever they are.

The use of social media as a tool for marketing of information resources was also rated fairly. The questionnaire item is consistent with the research findings by Jena (2012), who stressed on the importance of a web that enables the users to gain access to information and effective dissemination of ideas through social optimization. The library providers should therefore make use of the available opportunity of the social media and marketing tools to disseminate the library information and marketing of products and services. Jessy&Rao (2016) also cited the use of social media as a tool to promote the library resources and services. It offers an opportunity for the academic providers to present its resources in a flexible and categorical manner. Going forward, the use of social media will become an important tool to grow the experience of users and develop the institutional capabilities.

5.1.3 Need for Marketing Library Services

Enlightening the library information users on the relevance of using the library is the main rationale for marketing of library information services. With the ever changing technology advancement, many of the users do not visualize the library as a place where the most current data and information can be accessed. With this in mind, there is need for the library information providers to change the attitudes of the users on the importance of using the library services. This will enable them to have access to the current as well as relevant information essential in meeting their needs and solving their challenges. This is consistent with Veeramani and Vinayagamoorthy (2010:21), who view marketing as a crucial way of configuring the library to meet the needs of the community. It offers an opportunity for them to extract information while at the same time exploring what the library can offer. According to Farkas (2011:36-7), there is need

for the library providers to configure the library services in such a way that they impact the society in a positive way.

The other reasons for marketing of library information services are: to achieve a higher level of customer satisfaction, to identify the information needs of users, help users to develop skills to acquire information from various sources, compete with other information providers and also improve interpersonal relationships between librarians and users. With the limited resources and space in most institutions of learning becoming acute combined with the overwhelming number of people who need library services, there is need for heightened marketing activities to meet the user needs (Kavulya, 2004).

5.1.4 Competencies Required of Librarians in Marketing Library Services

Regarding the responses given by the respondents on the competencies required by librarians in marketing of library services, the rating for the competencies; the ability to question and evaluate information resources and answer user query were high. All the other items were considered moderate. The ability to answer users query competence is consistent as indicated by the researchers Ravichandra&Babu (2008:3) who reiterates that the 21st century librarians should have a clear understanding on the needs of the user. The consumer behavior, attitudes and preferences determine the usage of library information services. Users of the library information engage the librarians by asking queries which needs to be addressed with accuracy and promptness. To the librarian, addressing user query goes beyond just providing the user on where to obtain the required information but how to get the actual information they need for research and other purposes.

The study also addressed another equally crucial competence that was mentioned by the respondents; the ability to question and evaluate information resources. The findings of this item is consistent with the findings of Jessy&Rao, (2016) who reinforced on the importance of the librarians to transition along with the change in technology towards improving library services. The library information providers have a great responsibility of ensuring that their services and policies are designed in such a way that they meet the needs of the users. They have to re-evaluate their services from time to time to so as to meet their objectives. Of key importance is the mission statement and vision of the library. According to Ojiambo (1999:32), the mission and vision for library information service providers is to satisfy customers. Therefore, the services should be designed in such a way that they have the interests of the user at heart. Alignment of the objectives with the interests of the users can be developed through the reinforcement of new skills and pedagogy, re-evaluation of the strategic plans and also the upgrading of the key infrastructure to have a customer orientation outlook.

5.2 Implication of the Study

The advent of technology in the 21st century has virtually changed everything and hence presenting opportunities as well as challenges to the providers and the users. This has had far reaching implications on the librarians, library information service providers as well as the management of the libraries. Therefore, there is need for the librarians to realign themselves with the market needs. The change in consumer needs has coerced the various library information services providers to adapt and even change strategy. The 21st century user preferences include an accurate and prompt retrieval of information anytime and

anywhere. Meeting these needs require a shift from the traditional channels to the use of technologies in providing quality services and improving on the existing ones.

Once the products and services have been designed, there is need to market the library information services. This can be done through the inculcation of the marketing in the library school curriculum so as to equip the future librarians with the skills, pedagogy and competencies they require in executing their mandate. This will ensure that they have the capacity to utilize the opportunities available in the digital era while at the same time mitigate the challenges they encounter. Besides, the library infrastructure should be designed in such a way that it also meets the needs of the online users through digitization of service provision. The study found out that there are quite a lot of products and services as well as technologies which are no longer needed by the users. For an effective marketing strategy to work properly, service delivery is central. Effective and efficient service delivery ensures that the user is given a first priority in the marketing strategies through an emphasis on easy access, retrieval and dissemination of library information.

5.3 Conclusion

From the opinions of the respondents, it can be deduced that the marketing of library services is essential in enlightening the users on the relevance of library use.

5.3.1 Marketing Strategies

There are a variety of marketing strategies which are required for the marketing of library information to be effective. These strategies include: enhancing the skills, knowledge and

pedagogy of librarians on marketing of information services through trainings, seminars and workshops; positioning of librarians who are willing to market library services; inculcation of marketing in the library school curriculum and the provision for adequate facilities for marketing.

5.3.2 Need for Marketing Information Resources in School Libraries

There is need for marketing of information resources in school libraries to enlighten the users on the relevance of using the library, identify the needs of the users, help them develop skills to acquire information from various sources in the library, and to achieve a higher level of customer satisfaction.

5.3.3 Digital Technologies

School libraries need to embrace the new technologies that are available to be able to provide to their users up to date information. The marketing technologies used by librarians in the marketing of library services include the use mobile apps for library outreach.

5.3.4 Skills and Competencies

The respondents laid emphasis on the importance of professional competence in the provision of library information services. Of great importance is the need for competency in answering the user's query and have the ability to question and evaluate library services.

5.3.5 Response from the Interviews

Interviews were conducted from the four top management officers and one librarian. It was established that there is no policy regarding information resources marketing in the school. Funds have not been allocated on the same and no support is given to emphasize marketing of the information materials available in the library. There is no department that has been given the responsibility to market information materials and therefore no strategies have been put in place, neither is there technology in place to help in marketing the information resources in the school. The respondents were of the opinion that marketing information materials would be of great benefit to the school because it would make known to the users the kind of materials available and as a result promote a reading culture in the school. The respondents also indicated that the librarian would be in a better position to market the information resources with the required skills. This would be achieved through professional development programs that the school organizes at the end of every school term.

5.4 Recommendations

The recommendations below are based on the study findings, conclusions and implications.

1. Marketing of information resources should be introduced into the school curriculum to ensure that the users of the library have the right information and knowledge of what is available in the library.
2. The school administration should make efforts to reinforce the competence of the librarian through trainings, seminars and workshops so as to align library service provision to the needs of the digital era.
3. The administration together with the librarian should allocate more funds to the upgrading and building of more library facilities which are digitized and user friendly.
4. The library information service providers should from time to time engage the key stakeholders on the need to improve service delivery to the ever changing needs of users.
5. Commitment is key to the success of a marketing strategy; therefore the librarian should show his commitment to service provision through signing of performance contracts.
6. Net technologies should be integrated into the library such as the use of mobile technology apps which are user friendly to ensure that users are able to access and retrieve information from anywhere outside the library facility.

7. The Kenya National Library Association for libraries should set benchmarks which are to be met by the library facilities to ensure provision of quality products and services.
8. A lot of research should be done to unravel the consumer expectations and behaviors so as to align the marketing strategies towards their needs.

5.4.1 Suggestions for Further Research

With regards to the study findings, the researcher recommends for further research to be undertaken including;

1. A comparative study on the effects of marketing library services in private and public institutions of learning.
2. Effect on technology advancement in the marketing of library information services

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APPENDICES

APPENDIX I

LETTER TO RESPONDENTS

University of Nairobi

P.O. Box 30197

NAIROBI.

Dear Respondent,

REF: MARKETING OF INFORMATION RESOURCES IN SCHOOL LIBRARIES: A CASE STUDY OF AGA KHAN HIGH SCHOOL, NAIROBI.

I am a student at the University of Nairobi. I am currently undertaking a research on the marketing of Information resources in school libraries in Kenya. The objectives of the study are to examine and evaluate the marketing strategies, types of digital technologies used, the benefits of marketing information resources and the fundamental skills and competencies needed by information professionals in marketing of information resources. I therefore request your assistance and cooperation in obtaining the required information. I am kindly requesting you to fill in the attached questionnaire. I also assure you that the information you will give will be treated as confidential and will be used for academic purpose only. Please do not write your name on the questionnaire.

Yours Sincerely,

GeraldineKameneOpala

APPENDIX II

QUESTIONNAIRE

This questionnaire is to be filled by the students, library staff, heads of departments, teaching staff and non teaching staff. Please answer questions by putting a tick [√] in the appropriate box or by writing in the space provided. The information given will be treated as confidential and will not be used to implicate any respondent in any way whatsoever.

Part 1:

SECTION 1: GENERAL INFORMATION

1. Gender

Male []
Female []

2. How long have you been at Aga Khan High School Nairobi?

(a) 0-4 years []
(b) 6-8 years []
(c) 9-11 years []
(d) 12 years and above []

3. Designation []
School Management []
Head of department []
Teaching Staff []
Non-teaching staff []
Students []

Part 2:

SECTION 1: Marketing Strategies

In a scale of 1-4 how would you rate the marketing strategies required in a school library for effective access of information resources, where:

Strongly agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1

	strategies required for marketing to be effective	Strongly agree	agree	disagree	Strongly disagree
1	Organizing training, seminars and workshops to educate librarians on marketing				
2	Marketing should be inculcated in the curriculum				
3	Library management should have a separate budget				
4	Management should have a marketing policy				
5	Provision for adequate facilities for marketing				
6	Librarian should be willing to market information resources				
7	A unit should be established for marketing				

SECTION 2: TECHNOLOGIES IN MARKETING OF INFORMATION RESOURCES

In a scale of 1-4, how would you rate the technologies that need to be utilized in a school library in order to for users to effectively use the information resources available, where:

Strongly agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1

	Technologies that need to be utilized	Strongly agree	agree	disagree	Strongly disagree
1	The library should use instant message in marketing of information resources				
2	Social media should be used for marketing of information resources				
3	The library should have active accounts on social media				

SECTION 3: SKILLS AND COMPETENCIES

In a scale of 1-4, how would you rate the skills and competences required for effective marketing of information resources in school libraries in Kenya, where:

Strongly agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1

	Competencies & skills required for marketing	Strongly agree	agree	disagree	Strongly disagree
1	Good communication skills				
2	Interpersonal skills				
3	Ability to conduct research				
4	Ability to answer user query				
5	Ability to question and evaluate information resources				
6	Ability to sell the information resources				
7	Information technology skills				

SECTION 4: NEED FOR MARKETING INFORMATION RESOURCES

In a scale of 1-4, how would you rate the need for marketing of information resources in a school library, where:

Strongly agree = 4, Agree = 3, Disagree = 2, strongly disagree = 1

	Need for marketing	Strongly agree	agree	disagree	Strongly disagree
1	To achieve a higher level of customer satisfaction				
2	To enlighten the users on the relevance of using the library				
3	To identify the information needs of users				
4	To help users develop skills to acquire information from various sources				
5	To compete with other information providers				
6	To improve interpersonal relationship between librarian and users				

APPENDIX III: INTERVIEW SCHEDULE

The interview questions will be answered by the top management of the Aga Khan High School, that is the Principal, the deputy principal, the IGCSE coordinator, and the National Curriculum coordinator.

1. What policies are there regarding information resources marketing in the school?
2. How much funds is allocated for marketing of information resources in the school?
3. What support is given by management for marketing information resources in the school?
4. Which department(s) is responsible for marketing of information resources in the school?
5. How often is information resources marketed in the school?
6. What are some of the strategies that can be used in marketing of information resources in the school?
7. Which technologies can be used in marketing the information resources in the school?
8. What would be the benefits of marketing the information resources to the school and community?
9. What are the necessary skills that should be required for marketing of information resources to be effective and efficient?