LIBRARY MARKETING TO ENHANCE INFORMATION RESOURCES USAGE AND CUSTOMER SATISFACTION IN THE PRIVATE HIGHER EDUCATION INSTITUTION IN PRETORIA, SOUTH AFRICA

by

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DECLARATION

I declare that, ***Library marketing to enhance information resources usage and customer satisfaction in the private higher education institution in Pretoria, South Africa,*** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

18 December 2019

SIGNATURE

DATE

DEDICATION

This dissertation is dedicated to my late father, Rev. J. Mahlambuza Dube, my late wife, Precious Gumbo-Muzvondiwa and our children Ishe Jayden Jr., Praise Sibongile and Pride Gugu for their continuous inspiration and moral support during my study.

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ABSTRACT

Library marketing is very important because it seeks to improve library services awareness, coupled with increased efficiency, measured by increasing resource usage (Kotler, 2016:24). The purpose of this study was to investigate how library usage and customer satisfaction may be improved with the application of appropriate library marketing, user education and training. The study largely employed the quantitative approach, with a combination of some qualitative data collection techniques, which amounted to a multi-method research approach. Questionnaires, group interview and document analysis were used to collect data. The total population was 640 members, consisting of 600 students and 40 staff members of Campus A. The population was sampled using purposive sampling for interviews and stratified random sampling for questionnaires. The response rate was 93.7% (60) out of a total sample of 64 (20 staff members and 44 students). Thus, 40 students and 20 staff members completed and returned the questionnaires. The group interview was conducted with five senior staff members.

The study revealed that Campus A library incorporates social media and ICT platforms in library marketing. However, effective marketing, user education, and training efforts are hampered, among other things, by the lack of a formal library marketing policy, timetable clashes for user-education training sessions and limited library budget. Therefore, the study recommended the implementation of a library-oriented marketing policy, incorporation of the marketing, user-education and training sessions into the main academic table and provision of the adequate library budget. Also, the study recommended a skills audit to determine and administer an informed skilling and re-skilling of staff members in marketing, especially librarians. Finally, the incorporation of library marketing, user education and training into the staff workflow, as part of staff Key Performance Indicators (KPIs) and appraisal, was recommended. It is hoped that, if the aforementioned recommendations are implemented, there will be improved library usage and customer satisfaction.

KEY TERMS: Marketing, Marketing mix, User education, Training, Customer satisfaction, Resource usage, Academic libraries.

TABLE OF CONTENTS

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN.. 40

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ADC	Academic Development Coordinator
CDs	Compact Discs
CHE	Council for Higher Education
Et al.	And others
ICT	Information and Communication Technology
ILL	Interlibrary Loan
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
IT	Information Technology
KPI	Key performance indicator
LIASA	Library And Information Association of South Africa
MAIG	Marketing Advocacy Interest Group
M.INF	Master of Information Science
OPAC	Online Public Access Catalogue
PhD	Doctor of Philosophy
PHEI	Private higher education institution
SAS	Statistical Analysis System
SDI	Selective Dissemination of Information
UNISA	University of South Africa
VPSS	Vice principal student support
WIFI	Wireless Fidelity

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and background to the study

This study focused on the usage of library and information resources and customer satisfaction through marketing, user education and training at an accredited private higher education institution (PHEI) in Pretoria. This chapter introduces the reader to the problem of the study and the entire study. It covers the background of the study, the problem statement, the purpose of the study, the objectives of the study, the research questions, and the justification of the study as well as the significance of the study. The chapter also presents the ethical considerations regarding the study and the outline of the chapters and describes the contents of each chapter. The modern approach to marketing implies placing customer satisfaction as the epitome of everything a library does.

For the same reason, the business world believes that there is only one boss, the customer, who must be satisfied. Customer dissatisfaction can result in the underutilisation of library resources, which is a major challenge in most libraries (Kaur 2009:3). As a result, librarians need to enhance the visibility and accessibility of library services through marketing (Singh, 2009:3). This will assist in boosting library resource usage and customer satisfaction. In business terminology, axioms such as "the customer come first" or "the customer is king" are quite common (Olsen, Witell & Gustafsson, 2014:7). Therefore, these axioms add emphasis to the significant role of the customer or library user to the library, like in any other organisation. Hence, Kumar (2011:3) notes that customer satisfaction is pivotal in any organisation as a chief source of sustainable competitive advantage. According to De Rosa, Cantrell, Cellentani, Hawk, Jenkins and Wilson (2005:15), to improve library resources usage and customer satisfaction, librarians need to use marketing as a credible awareness creation tool on the available services.

Marketing is a fundamental tool to ensure the promotion of services and resources in any organisation, including the library. Marketing is defined in various ways, based on the different fields of study, subject areas and goals or purpose of marketing (Mi & Nesta, 2006:11). For instance, in the business world, the goal of marketing is to increase the firm's profits through increased visibility (Brown & Sen, 2010:17). However, in the library fields, the major marketing goal is to improve services and efficiency, measured through increasing resource usage (Kotler & Keller, 2016:24). However, in the library sector, marketing is largely viewed as a commercially aligned terminology (Singh, 2009:1). This means that traditionally the term 'marketing' has been associated with and seen as biased towards the business world. That could be the case because the history of marketing began in the commercial world (Brown & Sen, 2010:12).

According to Garoufallou, Zafeiriou, Siatri and Balapanidou (2013:2) marketing should not be profit-centred only, but it must focus on quality service delivery too. It should focus more on the fulfilment of customers' (library users') needs (Garoufallou *et al.*, 2013:2). As such, libraries are not into direct business transactions aimed at selling goods and services for profit-making, rather they serve as service organisations. According to Mi and Nesta (2006:14) marketing in libraries is meant to create an awareness of information services to satisfy the library users. This is supported by Kaur (2009:3), who underscores that library services should meet the library users' needs.

Library users' needs can be fulfilled through service awareness and effective provision of quality products and services (Garoufallou *et al.*, 2013:3). Librarians need to note that the effectiveness of an academic library is not only measured by a well-arranged collection of new books on the shelves per se, but by the quality of service rendered to users. The effectiveness of a library is determined by the existence of user-orientated information sources (Kaur, 2009:3), and the high level of user needs satisfaction (Garoufallou *et al.*, 2013:5).

According to Garoufallou, *et al* (2013:5), to identify library users' needs, librarians need to conduct user education, training and community analysis. These services form part of information literacy, which aims to equip users with various lifelong learning skills.

Kaur (2009:3) indicates that community analysis is an element of marketing done by asking users what they want and need.

Lack of user education and training may result in diminishing reliance on, and use of academic libraries by students and lecturers (Council for Higher Education, 2009:49).

According to De Rosa, *et al* (2005) user education entails training users how to use or operate various library resources to support their research and learning. For example, training users on how to search for information from library databases and proper usage of digital books and reference sources. Kaur (2009:7) opines that when users are aware of the available databases but do not know how to use them, it shows that awareness alone is inadequate. Therefore, libraries must not only focus on collecting and organising information but must also audit and review the relevance of the information to the communities that they serve (Mi & Nesta, 2006:14). Libraries should take charge and assume their roles as repositories for published information (Council for Higher Education, 2009: 49). On that note, academic libraries are shifting their roles as the primary information providers because, instead of primarily relying on libraries, users turn to other unrelated search engines as their starting points to conduct research (De Rosa *et al.*, 2005)

According to Garoufallou, *et al* (2013:3) research has suggested that marketing can lead to a re-organisation of services and satisfaction of user needs. Chiware (2010:394) emphasizes the need to implement the training of librarians in marketing theory and the use of applications such as Web 4.0. A library is a user-centred organisation and, as such, "librarians should realise that effective library marketing, is centred on studying and analysing user needs" (Kaur, 2009:3). Kaur (2009:4) further argues that library marketing should focus on creating user awareness of library collections and services, thereby restoring the library users' values, addressing their concerns, and taking stock of their needs. It is imperative to note that proper library marketing needs to be substantiated with a reciprocal relationship between the users and the librarians.

1.1.1 **Contextual setting to the private higher education institution**

The institution of the study is referred to by the pseudonym "Campus A", due to ethical clearance requirements which restricted the researcher from the real name.

Permission to study the institution's library was granted on condition that the real brand name of the institution must be anonymous in the study.

Although there is seven other Campus A branches around South Africa, this study was conducted at Campus A delivery site in Pretoria, Gauteng Province.

Campus A is a site of delivery of an educational brand of a registered and accredited independent higher education provider. It is an educational brand of the largest and accredited independent education provider in South Africa established 20 years ago and has eight campuses nationwide. It offers tuition support for a variety of higher education degrees, diplomas and higher certificates (Independent Institute of Education, 2016:4).

Campus A library was established to support the teaching and learning functions of the institute for its students and academic team. The services offered range from information services, research, interlibrary loans (ILL) services, user guidance and access to reference services. The clientele group of Campus A library includes the full and part-time students, academic and non-academic staff members working for the institution.

1.1.2 Theoretical and conceptual framework

According to Babbie and Mouton (2001), De Vos, Strydom, Fouche and Delport (2011), and Ngulube (2015), it is significant to provide a theoretical framework for a research study because it helps to select and prioritise the key concepts to be investigated. In other words, the theoretical framework drives the literature review. The literature review seeks to find out what has been said by other authors about concepts involved to clear ambiguities and prevent the reinvention of the wheel. Neuman (2011:205) views conceptualisation in research as a process of forming coherent theoretical definitions while attempting to make sense of the preliminary ideas about it. The main constructs of this study include the nature of marketing, user education and training, user satisfaction and understanding, library marketing skills and competency by Campus A staff. This construct of (nature of marketing) is linked to the frameworks and models of the marketing mix, popularly known as the 4Ps of the marketing mix. According to Dhiman (2008:76), marketing mix encompasses a set of strategic marketing tools that include: product, price, place, and promotion, which the

firm (library) blends to produce the results it desires in the target market. This will be explained in detail in Chapter Two.

However, it is important to note that the marketing mix is not a scientific theory, but a conceptual framework that governs vital marketing decisions to suit consumers' needs (Palmer, 2004). Despite similarities in how libraries market their services, those similarities do not point to a one-size-fits-all model of marketing. As such, on top of the main and most famous 4Ps (product, place, price, promotion) of the marketing mix, as identified by Dhiman (2008:76), Kotler, Armstrong, Harris and Piercy (2014) provided the additional 3Ps (people, physical evidence, and process) to make them 7Ps. Emanating from the Kotler, et al (2014) school of thought, the researcher added 'people' to be the 5th variable to the traditional 4Ps components, to make them 5Ps (product, place, price, promotion and people) concepts in this study. The motivation behind the aforementioned addition of the 'people' variable emanates from Rotichi (2020:69) who emphasized: "People or human resource is the backbone of organizations the world over and undoubtedly the most important resource". Similarly, in this study, librarians as the human resource are the key variable and driver behind all library marketing functions and services. "Whether it is called people, labour, intellectual capital, human capital, human resources, talent, or some other term, employees are significant and pivotal to strategic success and competitive advantage of the organisation" (Boudreau and Ramstad, 2007: 4). Hence the researcher argues that there is no marketing to talk about if the human resource, as a key variable is excluded from the whole concept of the marketing mix. The figure below shows the 7ps of the marketing mix.

Figure 1.1: 7Ps of the marketing mix (Kotler et al, 2014).

1.2 Research problem

According to Creswell (2009:130), good research begins with a problem that needs to be redressed. Leedy and Ormrod (2013:27) underscore that "the research problem is the heart of the research process. It is vital to precisely describe the problem, goals, and objectives of the study." The 21st-century information provision function is no longer a monopoly of libraries. Notwithstanding their huge collections, 21st-century libraries across the global divide, (including academic libraries), are competing with other information service providers such as big publishing houses, online book dealers, academic database vendors and the internet in enhancing easy access to information (Ofori, Markwei and Quagraine, 2020,15). Despite the huge investments and collection development efforts made by academic libraries, research has established that these library collections are often underused, resulting in a waste of time, space and money (Manda, 2005; Kinengyere, 2007; Ndinoshiho, 2010; Baro, Ubogu and Endouware, 2011; Habanabakize, 2018). The underutilisation of the huge library collections has been attributed to the libraries' apathy in the adoption of marketing and user education approaches to create awareness of the available

collections and services (Kaur and Rani, 2008; Kaur,2009; Baro and Ebhomeya, 2013). To gain a competitive advantage and visibility over their rival commercial information providers, the academic libraries must adopt user-centred marketing and user education approaches to create awareness of the available collections and services to improve resource usage (Kumbar, 2004). The user-centric marketing and user education approaches contribute to the development of a bond between the library and its users in terms of user values, concerns and needs (Kaur, 2009: 455). On that backdrop, the problem that led to this study is the lack of library marketing, user education and training initiatives, which lead to the underutilisation of library resources. Campus A library is not exclusive to this situation.

Due to the identified marketing apathy, the concept of marketing in librarianship is still alien to many libraries and information personnel (Kaur, 2009:14). The library personnel view marketing as a profit-oriented function and not necessarily for libraries, which are viewed as non-profit making organisations (Chandratre & Chandratre, 2013:11). Although marketing has long been fundamental to library practice, some users are still unaware of the collections and services offered by their libraries. Hence, the need for competence and skills in marketing available services to library users (Dryden, 2013: 1). The 4th industrial revolution and information explosion as pointed out by, Kaur (2009: 455) has rendered search engines as the main source of pressure for libraries to engage in marketing activities. The failure of libraries to market themselves as a stronger alternative to these search engines has led to a generation of users whose first thought when searching is Google, instead of the library resources. Gupta and Jambhekar (2002: 25) recommend that the user should be central to the library's marketing philosophy in terms of creating awareness of the products and services offered and how they satisfy their various user needs. Jestin and Parameswari (2005:13) postulate that libraries underestimate the potential and impact of marketing as a library function hence; information professionals are generally reluctant to embrace the marketing concept. Garoufallou, *et al.* (2013: 5) outline that the proper application of library marketing and user education can contribute to an understanding of users' needs and the improved usage of library services and customer satisfaction.

According to Kaur (2009:4), service quality is a component of customer satisfaction, whereas poor practices in marketing, user education and training in libraries lead to customer dissatisfaction and decreased usage of library resources. David, Kim, and Sagun (2012:14) assert that lack of library marketing results in customer dissatisfaction through decreased library services awareness and visibility, diminished customer orientation and limited communication. A satisfied customer is a loyal and independent user, who can be instrumental in bringing in more users to the library (Spalding & Wang 2006:4). Therefore, lack of library marketing contributes to poor library resource usage and client dissatisfaction. If the library continues to lose its worth and become unpopular to its user community, the purpose of having a library on campus is defeated and this may lead to its closure (Kaur, 2009:7). It is against this background that this study was instituted to investigate issues regarding the application of marketing, user education and training to improve customer satisfaction and ensure optimum library usage at Campus A.

1.2.1 Research purpose

According to Creswell (2013:134), the purpose statement unpacks the major objective or purpose and the roadmap to the study. Therefore, the purpose of this study was to investigate how library usage and customer satisfaction could be enhanced through the application of appropriate marketing, user education and training practices.

1.2.2 Research objectives

Given the above purpose, the study sought to:

i.   determine the nature of library marketing practices in Campus A,

ii. establish Campus A library users' satisfaction with the library services and resources,

iii. find out the library users' understanding of the services rendered in Campus A,

iv. determine marketing skills and competency of librarians in Campus A,

v.   establish user education and training practices to improve library usage and customer satisfaction in Campus A.

1.2.3 Research questions

This study is focused on answering the following research questions:

i.   What is the nature of library marketing practices in Campus A?

ii. What is the understanding of library users about the services and resources available in Campus A library?

iii. To what extent are the library users satisfied with the available library resources and services?

iv. What are the marketing skills and competencies for librarians in Campus A library?

v.   What user education and training practices are key to the improvement of library usage and customer satisfaction in Campus A library?

1.3 Justification of the study

This study was instigated to investigate how the application of appropriate library marketing, user education and training programmes, can improve library usage and customer satisfaction at Campus A library.

The rationale behind this nature of research is that it will assist Campus A in particular, and other academic libraries in general, in revealing, identifying and recommending the appropriate library marketing approach, user education and training programmes which are useful in improving user satisfaction and maximising library usage (Baro and Ebhomeya, 2013; Ekpenyong, 2003; Spalding and Wang, 2006; Adeyoyin, 2005; Mallon, 2013; Martey, 2000). The findings and recommendations of this study may be used by academic libraries to help in the formulation of effective library marketing, user education and training policies.

Effective marketing, user education and training programmes increase user awareness and knowledge of how to use available resources, thereby promoting independent library usage (David, Kim & Sagun, 2012:17). Independent library usage is best promoted through information literacy in user education and training programmes. The research study concentrated on investigating the best way to improve library usage and customer satisfaction with the use of marketing, user

education and training in academic libraries. It is hoped that the study might enable college libraries to improve their library services and implement strategies for the promotion of information services through marketing. Furthermore, the study might fill the research gap in the field of library marketing and pave the way for further research. Further research findings will contribute to broadening the information base. Also, the findings of this study might formulate a blueprint for the marketing of library services. Apart from the anticipated marketing blueprint, the results of this study are important to Campus A library as they could serve as possible solutions to improving library resource usage and user satisfaction. On the whole, libraries could benefit from the recommendations of the study that particularly focus on improving library usage and customer satisfaction. In conclusion, the study may serve as the basis and guideline for the entire library services promotion.

1.4   Scope and limitations of the study

This study covers only one delivery site for Campus A, while other campuses in and outside Gauteng province were not covered by the study. It was not possible to study entire Campus A population, due to time and cost considerations (De Vos, Strydom, Fouche & Delport, 2012:224). As such, the study excluded staff from other sections of the college like maintenance and reception. The exclusion was motivated by the fact that the study focused on staff members who are directly involved with the college's student support functions like teaching, research, marketing and library services hence; the exclusion of the head of the institution and other senior management. Similarly, the study only concentrated on library services and excluded other services and or units of Campus A such as student accounts, counselling and finance.

1.5   Ethical considerations

In this study, the research procedures that were followed were guided by the University of South Africa's (UNISA) research ethics (University of South Africa, 2007:17). Clearance was sought from both Campus A and UNISA research committees. In conducting social research, the study addressed all ethical issues, such as the principles of confidentiality, acknowledgement of sources, protection of respondents from possible harm and voluntary participation (University of South Africa, 2007:11).

Orb, Eisenhauer and Wynaden (2001:13) emphasise that "ethical issues are present in any kind of research." Ethics are essentially concerned with what is right or good and focus on matters that have a right-wrong or good-bad dimension (Schoeman, 2014:2). Therefore, researchers need to be honest, objective and accurate in conducting research. For this reason, Bailey and Spicer (2007:16) underscore the need to apply ethical issues to clear informed consent, privacy, and confidentiality before conducting any research. The researcher informed the participants about the study, the risks and/or the benefits of their participation in the study (Borbas, Jackson & Langford, 2004:117). During this research, the researcher pledged and upheld the ethics of research in terms of acknowledging the sources used, and seeking the consent of the participants when interviewing and asking them to complete the questionnaires. Babbie (2004:38) argues that "the fundamental ethical rule of social research is that it should bring no harm to the research subjects." This study obtained permission from the management of Campus A and respondents. The study also adhered to the University of South Africa's (UNISA) ethical clearance requirements. The University of South Africa's procedures for master's and doctoral degrees provided some ethical clearance requirements for UNISA research students to avoid plagiarism and any other form of academic dishonesty (University of South Africa, 2013).

1.6 Definition of key concepts

This section presents definitions of the key concepts used in the study.

1.6.1 Marketing

The currently approved definition of marketing according to the American Marketing Association (AMA:2017) is explained as "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." De Meyer-Heydenrych, Human, Maduku, Meintjes and Nel (2018:5) view marketing as anticipation towards satisfying consumer needs through mutually beneficial exchange processes profitably and effectively to outcompete the competitors in the same nature of business. In other words, marketing should revolve around customer satisfaction more than generating profits.

1.6.2 Marketing mix

Kotler, et al (2014:76) describe marketing mix as a set of 7 tactical marketing tools, which include: product, price, place, promotion, people, physical evidence and processes. which the firm blends to produce the response it desires in the target market. While Dhiman (2008) defines marketing mix as the "planned package of elements which will support the organisation in reaching its target markets and specific objectives." Similarly, the libraries can also apply marketing mix tools to evaluate their services and verify if they meet the library users' needs.

1.6.3 User education

User education, as viewed by De Rosa, *et al.* (2005:17), is concerned with the "whole information and communication process. One part of user education involves the total interaction of the user with the library." According to Garoufallou, *et al.* (2013), user education involves the training of users on how to use a variety of library resources to support their research and learning. Therefore, in this context user education is in the form of the library instructions and training on how to use library resources provided to library users.

1.7 Research design and methodology

Research methodology is the plan of action and procedure about choice and use of methods to yield the desired outcomes (De Vos *et al.*, 2012:109). The research procedure encompasses the population, sampling method, instrumentations, data processing and treatment of statistics (Ngulube, 2005:128). In the study, the units of analysis are students and staff members of Campus A. The study used a case study research design. The case study design was appropriate for this study because the researcher aimed to provide an in-depth description of the case to achieve a comprehensive understanding of the events under study (Babbie & Mouton, 2001:49). A probability sampling method, known as stratified sampling, was used to sample the student population of this study. This sampling method involved grouping or arranging participants into groups, according to the different courses they are undertaking. The researcher then applied simple random sampling within the grouped population for each course and emailed electronic questionnaires to the prospective respondents (Burton, Croce, Masri, Bartholomew & Yefremian 2005:104).

The purposive sampling method was also applied in selecting suitable Campus A staff members for qualitative data collection. Kumar (2005:179); Leedy and Ormrod (2005) state that purposive sampling is applied to identify and involve only the key participants out of the entire population who have better knowledge, understanding and information about the subject being studied. This is dependent on the researcher's knowledge about the selected participants.

This study made use of a multi-method research approach. Multi-method research is a combination of more than one research methods to address a particular research problem. This was done to breach the qualitative/quantitative divide and the weaknesses in existing data resources and approaches (McKendrick, 1999:12). The data collection tools used in this study were questionnaire, interviews and document analysis. Chapter Three provides a detailed discussion of research design and methodology.

1.8   Outline of the dissertation

This section presents the structural outline of the study in six chapters.

Chapter 1: Introduction and background

The chapter introduces the topic and provides a background to the topic and problem statement of the study. It presents the research objectives, questions and significance of the study. It also provides definitions of key terms, ethical considerations and an outline of the dissertation.

Chapter 2: Literature review

This chapter reviews the literature related to the usage of library and information resources and customer satisfaction through marketing, education and training. The main themes covered under this chapter were formulated from the objectives of the study. The themes include the nature of library marketing, library users' satisfaction, users' understanding of services rendered, librarians' marketing skills and competencies, user education and training, library usage and customer satisfaction.

Chapter 3: Research methodology

In this chapter, the research design adopted by the researcher to answer the research questions is presented. The chapter also discusses the research methods, study design and data collection methods, sampling procedure, data analysis procedures, reliability and validity, and research ethics.

Chapter 4: Presentation and discussion of the findings

This chapter reports and discusses the findings of the study.

Chapter 5: Conclusions and recommendations

This chapter gives recommendations, identifies areas for future research and concludes the study.

Chapter 6: summary, conclusions and recommendations

This chapter summarises and concludes the study. Finally, it gives recommendations based on the findings of the research.

1.9   Summary

This chapter introduced the reader to the content of the entire study, including its research problem and contextual setting. It also specifically presented the introduction and background to the study, the research questions, the aim, objectives and scope of the study, research methodology, and organisation of chapters for the dissertation. It also provided the dissertation outline according to the chapters and described the content of each chapter. The next chapter discusses the literature review, based on the themes constructed from the objectives of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

The previous chapter positioned the discussion into perspective by providing the introduction and background to the study. The other aspects that were covered by the preceding chapter are contextual setting, theoretical framework, problem statement, research objectives and questions, justification of the study, research design and methodology, and ethical considerations of the study. This chapter reviewed the literature concerning the objectives of the study. The chapter is organised around the following research themes, which are based on the objectives of the study:

   i.   The nature of library marketing practices,

   ii. Library users' satisfaction with the library services and resources,

   iii. Library users' understanding of services and resources,

   iv. Librarians' marketing skills and competencies,

   v.   Library user education and training practices.

According to Leedy and Ormrod (2013:51) literature review aims to, "look again at (re + view)" – what others have done in related studies. Besides, it shows that the researcher has already read widely on the topic (Vithal & Jansen, 2010:16). Similarly, Bryman (2016:91) concurs that the literature review specifies what is already known in connection with a research topic and addresses the research questions of the study. In this study, the researcher consulted journal articles, books, websites, and completed dissertations and theses. Books were mostly used for definitions, historical background information and theoretical information, especially on the traditional 4Ps of marketing theorems, (Dhiman,2008:76), and 7ps (Kotler et al, 2014:76). However, in this study, the researcher discussed 5Ps (product, place, price, promotion and people), incorporated in the literature review map. Figure 2.1 illustrates the map of the literature review for this study.
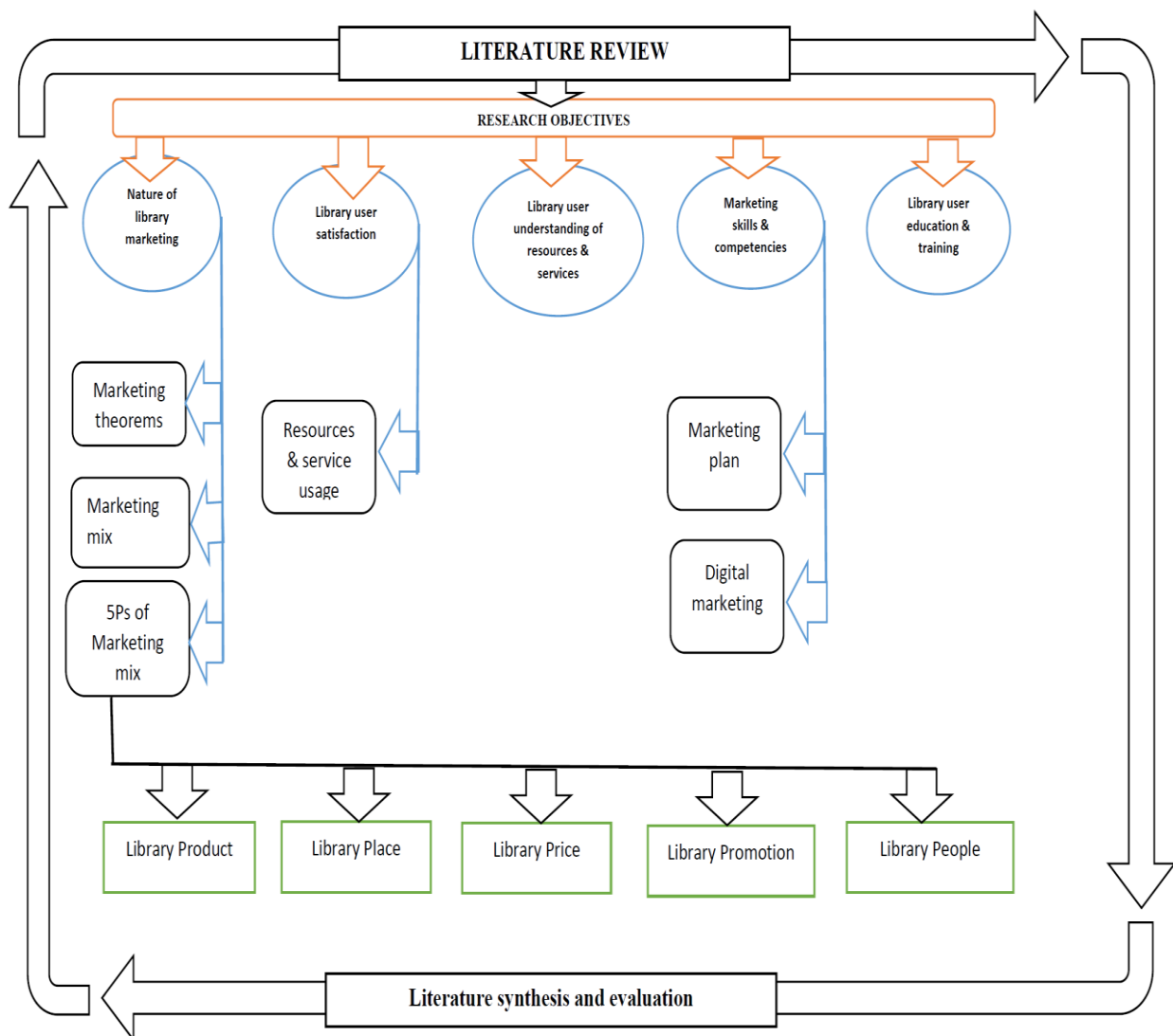
Figure 2.1: The map of the literature review

2.2 The nature of library marketing practices

To understand the existing nature of library marketing, it is important to mirror the historical connection and relationship between libraries and marketing (Garoufallou *et al*, 2013:3). Researchers such as Kaur (2009:3), Gupta (2016:1); Kotler, et al. (2014:76) provide more general roles of marketing to academic libraries. Rowley (2013:13) notes that the nature of marketing libraries and information services is concentrated around library guidance and specific case study projects. Rather, library-marketing programmes should include user education and training sessions. Mu

(2007:12) further notes that there should be a basic marketing theorem in place to inform the way marketing of academic libraries has to be conducted. This theorem is derived from a business tool called the marketing mix (Anafo, 2014:16). Chikweche and Fletcher (2012:13) further elaborate that the marketing mix helps to determine the services delivery map and channels of delivery, and consists of the 4 Ps: (price, product, promotion, and place), excluding the additional 3 Ps (people, physical evidence, processes) identified by (Kotler *et al*, 2014).

2.2.1 Marketing theorems/tools in academic libraries

Marketing is a strategy or tool. A strategy is an approach that is technically selected to satisfy customers' needs (Brooks & Simkin, 2012). This makes it a relevant approach to academic libraries because, according to Gupta and Savard (2010:15), the primary goal of academic libraries is user satisfaction. Therefore, a competitive marketing strategy is required for academic libraries to survive in the dynamic information age (Bamigbola, 2013:2; Justin & Parameswaran, 2002). For libraries to remain relevant, librarians need to be conscious of marketing strategies and various ways of promoting their information services to their users and potential users as well (Kaur & Rani, 2008). Marketing strategy involves evaluating the needs of the customers, planning the various fundamentals of the main marketing mix, which are: price, product, promotion, and place to answer the needs of the entire organisation (Gupta & Savard, 2010:11).

Essentially, marketing strategy seeks to identify which products the clients want and where they want them (Jose & Bhat, 2007). Looking back, it is discernible that the real impact and meaning of library marketing started after Kotler, *et al*, (2014:71) propagated the idea of non-profit marketing. According to Kotler, *et al*, (2014:7), the scope of marketing is much widened because marketing is marketing-everywhere, which strongly suggests that it is universal; irrespective of the product or marketplace. Brooks and Simkin (2012:2) underscore that marketing is everything because it is not a function but a way of doing business. Business functions are driven by the people or human resource in the organisation. Hence the inclusion of 'people' as the 5th variable to the traditional 4ps of marketing in this study.

Therefore, Gupta (2016:1) postulates that marketing is an essential approach that is not only applicable to manufacturing units but also to any service sector, college libraries not excluded. Effective customer service and marketing necessitate user awareness of the services and add value to the library (Mu, 2007:12). The awareness of available library resources and services is done by 'people', the librarians and other allied staff members.

In the field of marketing, marketers or librarians use a business tool called the marketing mix, as the basic marketing theorem. The marketing mix is essential when determining a product or brand's offer and is often associated with the main 4 Ps: price, product, promotion, and place, which can also be applied in academic library marketing (Chikweche & Fletcher, 2012:13).

2.2.2 Marketing mix as a library marketing strategy

Marketing strategy or approach involves the analysis, policies and rules that direct the institution's marketing efforts, the level, mix and allocation, in response to changing environmental and competitive conditions (Anafo, 2014:6). According to Pantry and Griffith (2009) marketing strategy has four main components, namely:
   a) Analysis – which focuses on the steps that differentiate marketing from public relations.
   b) Planning – which involves the setting of challenging but attainable objectives for the marketing effort.
   c) Implementation – the stage at which some adjustments are required.
   d) Evaluation – the most important component, that sets checks and balances to avoid future mistakes in marketing.

It is significant to note that, some librarians are aware of marketing strategies and various libraries and are fully utilising different means of promoting their information services to their users and potential users as well (Kaur & Rani, 2008). In the process of information services promotion and marketing programmes, Bamigbola (2013:16) underscores that libraries are guided by approaches such as the library events calendar and orientation through sending emails about new e-resources and user education and training programmes to users.

The marketing mix is another commonly used marketing strategy or approach. According to Kotler, *et al.* (2014:76), marketing mix is a set of tactical marketing tools, which include: product, price, place, promotion, people, processes and physical evidence which the firm blends to produce the response it desires in the targeted customers. While Dhiman (2008:17) defines marketing mix as the "planned package of elements which will support the organisation in reaching its target markets and specific objectives." From the above authority, it has become clear that if well applied, marketing mix might assist in strongly positioning the academic library and its information service to meet the expectations and needs of its users.

Another school of thought conversely argued that marketing mix theorems originate from the single P (price) of microeconomics theory (Chikweche & Fletcher, 2012; McCarthy & Perreault, 1964). It is the same theorems of marketing mix which are often referred to as means of translating marketing planning into practice (Bennett, 1997). The marketing mix management model has presided over the marketing thought, research and practice as a creator of diversity since its introduction in the 1940s (Grönroos, 1994). In the same vein, Brooks and Simkin (2012) refer to the 4Ps of the marketing mix as the divine quadruple of the marketing faith written on stone tablets. As a business management model, the marketing mix has been extremely influential in informing the growth and application of both marketing theory and practice (Möller, 2006). The main reasons why marketing mix is a powerful modelling concept are that it makes marketing seem relatively easy to handle, allows the separation of marketing from other activities of the firm and the delegation of marketing tasks to specialists.

Marketing mix components can transform a firm's competitive position (Grönroos, 1994). It has become clear that the marketing mix concept facilitates and upholds the organisational competitive advantage. Also, it helps to allocate available resources based on demand, thereby encouraging the philosophy of marketing in the organisation (Low & Tan, 1995). Notably, the marketing mix is not a scientific theory, but a governing conceptual framework, which the decision-making managers apply to align their services with consumers' needs. These decisions can involve both long-term strategies and short-term tactical programmes (Palmer, 2004). The idea of the marketing mix is the same concept applied when mixing the ingredients of a cake.

One modifies the quantities of ingredients in a cake, depending on the type of cake one wishes to bake. Similarly, the proportions in the marketing mix can be altered in the same way and they differ from one product to the other (McCarthy & Perreault, 1964). It has become apparent that the marketing mix can also be applied to the marketing of academic libraries since they seem to be a one-size-fits-all kind of framework. Similarly, if one can modify the quantities of ingredients in making a cake to suit the needs of a particular customer, then the marketing mix variables can be modified from 4ps to 5ps to suit the type of the service community, like what happened in this study.

2.2.3 The 5Ps of the marketing mix

From the traditional 4ps of (Dhiman 2008), Kotler, *et al*. (2014) provided additional 3 marketing mix variables (people, physical evidence, and process) to make them 7ps. To suit the type of business model and the service community needs for this study, the marketing mix variables to five components, which are: product, place, price, promotion and people. This is so because these components are closely related to this study and familiar to Campus A management model. The five Ps in this study form the conceptual theory that marketing managers or librarians can use to control marketing decisions, subject to the internal and external constraints of the marketing environment. Regardless of how many marketing mix variables are added or left behind, Rowley (2013:17) maintains that whatever marketing decisions are made, they should be centred on meeting customer needs. Table 2.1 presents the marketing mix as a conceptual theory. It also focuses on the themes under the study as well as the impact of the five Ps on library resources usage and customer satisfaction.

Table 2.1: Illustration of the marketing mix as a conceptual theory (Rowley, 2013:17).

5Ps of the marketing mix	Themes under review	Effect on customer satisfaction and resource usage
Price	Library users satisfaction with the available library resources and services.	The prices for printing, photocopying, scanning, and library membership fees should be worth the service rendered.
Place/product	Library users' understanding of the library as both a place and channel of services rendered eg, research, photocopying, reference, indexing and abstracting services.	Users' knowledge and understanding services offered by the library help to improve customer satisfaction and resource usage. Flexible library operating hours and relevant resources to suit all the user profiles and needs.
Promotion	User education and training: using various platforms like library week, Readathon, open access week. Making use of such communication channels like posters, Facebook and noticeboards.	Awareness of the available library products and services. Informed, trained and independent users who know how to use the library catalogue and databases stand to be more satisfied and frequently use the library resources.
People	Librarians' marketing skills and competencies.	Well-trained and competent librarians render a better service that can improve customer satisfaction and resource usage. Reduction of library marketing apathy.

2.2.3.1 Library product

According to Kotler, et al (2014:67), products are the services the company offers to the target market. Bhatt, Kumar and Yusuf (2016:2) state that a product is something that a customer acquires with the desire to fulfil a need. The term product refers to tangible merchandises as well as services offered by service organisations, libraries not excluded (Ling, 2007:16). Therefore, products can refer to both tangible and intangible features of an organisation (Jooste, Berndt, Klopper & Herbst, 2010:2). These include physical objects, services, events, personnel, places and ideas (Mohammadian & Habibi, 2012:100). In the dynamics of the marketing mix, the main purpose of a product is to satisfy consumer needs, hence, Meldrum and McDonald (2007:12) emphasise on the provision of relevant products to satisfy consumer needs. It is also vital for organisations, particularly libraries, to provide unique and quality products to outcompete their competitors (Ganam & Poornima, 2010).

In the context of libraries, a product could be any of the various library services rendered (Rowley, 2013:4). These may include, community information services, inter-lending and document delivery, research services, photocopying, printing, loans, Wi-Fi, and others. According to Lamb, Hair and McDaniel (2013:199), user-oriented services may lead to customer satisfaction and subsequent improvement in resource usage. Rowley (2013:7) indicates that a product is an aspect of the marketing mix that involves service delivery. Notably, academic libraries offer access to information products, such as books and databases for scholarly resources, including journals and services such as market research and alerting services. Of paramount importance is the provision of relevant library sources and services to clients. As such, libraries must ensure that the provided information meets user requirements. Igbinovia, Ishola and Alex-Nmecha (2018:11); Uzoigwe and Eze (2018:18) point out that libraries must provide relevant and user-oriented sources through selective dissemination of information (SDI) and current awareness service, among others. This is because information relevancy and awareness are very important in increasing library usage. Juli (2013:16) postulates that more proactive and aggressive selective dissemination of information (SDI) must be done to provide and deliver information to the point where it is needed. Afolabi (2003:12) indicates that research on information needs and information-seeking decision making by users is based on the relevancy of the

information provided. Similarly, Campus A library users can only succeed in their studies if the library provides relevant sources that are related to the courses and curriculum offered by the college.

2.2.3.2 Library place

Place represents the physical or virtual location where a product can be purchased (Ling, 2007:30) According to Bhatt, Kumar and Yusuf (2016:2), place refers to academic libraries and their different departments, loans, reference, reprographic, indexing, and abstracting services. This also includes the spaces configured for reading, research, socialisation and culture. Whereas Dhiman (2008:17) states that place represents the "distribution channels of physical and virtual resources that an organisation utilises to convey its services to the end-users." In this case, the distribution of library products encompasses the 'when' 'where' and 'how' of service delivery, whereby the 'when' supposes the period in which information is provided (Partridge, Lee & Munro, 2010:11). According to Rowley (2013:9), products should be supplied at the right time and convenient location. Hence the 'place' represents consumer delivery points such as retail outlets and libraries. Therefore, place covers the 'where' of library location and the 'when' of operating hours (Bhatt, Kumar & Yusuf, 2016:2). According to Lamb, Hair and McDaniel (2013:197), the library location and operating hours have an impact on either encouraging or discouraging the users to use its services. Therefore, Bhatt, Kumar and Yusuf (2016:3) state that a spacious and more comfortable reading area is conducive for users. Virtual spaces are now a common feature in many modern libraries. Ivy (2008:15) proposes that the 'place' should cover distribution methods that the library adopts to provide services to its users in a manner that meets, if not exceeds, library users' expectations. With the application of embed technologies, Ivy (2008:16) indicates that library users can still enjoy access to the library sources, without having to visit the physical library structure, via their cellular phones, laptops and desktop computers. Hence, environmental issues like geographical distance are addressed through technology usage, thereby increasing library resource usage. Ateba, Maredza, Ohei, Deka and Schutte (2015:84) state that the place aspects of the marketing mix encompass the distribution and delivery of services. Drummond and Ensor (2005:9) note that place is often related to distribution since it involves making products accessible to the target audience.

Distribution is defined as the "steps taken to move and store a product from the supplier stage to a consumer stage in a supply chain" (Chopra & Meindl, 2010:86). Chopra and Meindl (2010:87) posit that distribution takes place when there is a transfer of raw materials and components from the supplier to the manufacturer, and processed goods from the manufacturer to the end consumer. This applies to the library when the catalogued and classified library resources are made accessible to the users through the library catalogue and library shelves via a variety of access points. According to Strydom, Erasmus and Kloppers (2013:2), the major objective of distribution is to get the right product and service to the right place, in the right quantity, with the right quality and at the best prices to satisfy and meet the users' needs. Similarly, in a library scenario, the major aim of the library is to provide relevant and quality library services with the ultimate objective of meeting the users' needs and satisfaction.

2.2.3.3 Library price

Price can be expressed in currency, or it can represent the value of goods or services (Madhusudhan, 2008:6). According to Venter and Van Rensburg (2011: 260) price is the amount of money that consumers pay to obtain a service. Kotler and Keller (2012: 206) view price as the only marketing mix element that produces revenues. For this reason, libraries must keep subscriptions affordable to attract more users and increase resource usage. Exorbitant prices may drive away both the current and prospective library users because the ability to pay in exchange for a product entirely depends on its affordability (Shankar & Chin, 2011: 146). In an academic library set up, the price can be used to express the value of information services, like a fee for a service or annual membership. Price is used to balance supply and demand to different user groups (Madhusudhan, 2008:7). Concerning this study, the price can include Wi-Fi subscription fees, which in this case may be included under library administration fees (Dhiman, 2008:13). Spalding and Wang (2006:496) note that despite rising operational costs and library budget cuts, libraries still need to find cost-effective ways of communicating with their users, like social media applications and Web 2.0 tools. Garoufallou, *et al.* (2013:15) insists that such cost-effective application features, for example, social networking or social media sites (e.g., Facebook), blogs, wikis and

video sharing sites (e.g. YouTube) help to increase library appreciation by users, thereby improving library usage and customer satisfaction.

2.2.3.4 Library promotion

Promotion involves the interaction, advertising and communication channels that a marketer or librarian engages in with the customers or library users to promote a product or library service (Dhiman, 2008:23). Drummond and Ensor (2005:9) indicate that promotion is done to create an awareness of the available products to the target consumers. According to Daisy (2010), well-designed promotional strategies will influence consumers to remain attached to a particular service provider. Promotional decisions in business, libraries included, consist of direct marketing, face-to-face communication and displays (Shankar & Chin, 2011:1542). Ateba, *et al.* (2015: 85) maintain that promotional advocacies are very important for service entities, including libraries, to create awareness of the available services. Meldrum and McDonald (2007:12) associate promotion with communication because both of them are concerned with how businesses communicate with and convince their target audiences to purchase their products or services. Lamb, Hair and McDaniel (2013:339) view promotion as a form of marketing communication for consumer packed goods and services. As such, academic libraries need to engage in advertising and promoting their information services as a way of creating awareness of their offerings to the service receiving community. Promotional tools like social media platforms such as Facebook, Twitter and blogs could provide effective ways of sending the message across to the library users (Partridge, Lee & Munro, 2010:13). The aforementioned promotional tools help to raise awareness and publicise the available library services and increase their usage and demand (Ashcroft, 2002; Rowley, 1995; Adeyoyin, 2005). Because of this, librarians should realise that effective library marketing is based on "studying and analysing (user) needs" (Wood, 2012:7).

2.2.3.5 Library people

Bhatt, Kumar and Yusuf (2016:2) state that the term 'people' refers to the staff members, that is: experts, information specialists, consultants, and cataloguers. These are human resources and they are the most important resources and the backbone of an organisation. Therefore, the people, in this case, are the librarians, who conduct library marketing and offer education and training sessions to the users. Partridge, Lee and Munro (2010:13) underscore that, for the librarians to provide user-centred services, they should be competent in marketing, must know their customers' needs, and times of need, knowledge of their competitors and their strength. Knowledge of customer needs is very important because it helps librarians to devise ways to satisfy them. It is also imperative for library staff to identify their competitors and find ways on how to outcompete them.

2.3   Users' satisfaction for library services and resources

User satisfaction is the outcome of a consumption activity or an experience, which represents a process of what was received and what was expected (Boshoff & Du Plessis, 2009:15). To enhance and ensure customer satisfaction, Boshoff and Du Plessis (2009:15) recommend constant communication with the customer, customer involvement and the ability to handle difficult customer situations with empathy and dignity.

2.3.1   The impact of user satisfaction on resource usage

It has become apparent that high customer satisfaction leads to optimum usage of library services, while low customer satisfaction may lead to lower turn up of users in a library (Rowley, 2013:13). Therefore, this suggests that library users might not frequent a particular library when they cannot find what they are looking for and are always dissatisfied with its service (Lamb, Hair & MacDaniel 2013:5). The same applies to the business world, where customers tend to be loyal and always visit those service providers who give them more satisfaction in return for value for money (Boshoff and Du Plessis, 2009:15). According to Koekemoer (2014:4), the major setback about poor customer service is that the dissatisfied customers will spread the word around about how bad a certain service provider is.

Dempsey (2011:23) concurs that customer dissatisfaction is not good for business because it turns away prospective customers and loss of revenue. This can be explained further, as illustrated in Figure 2.2.
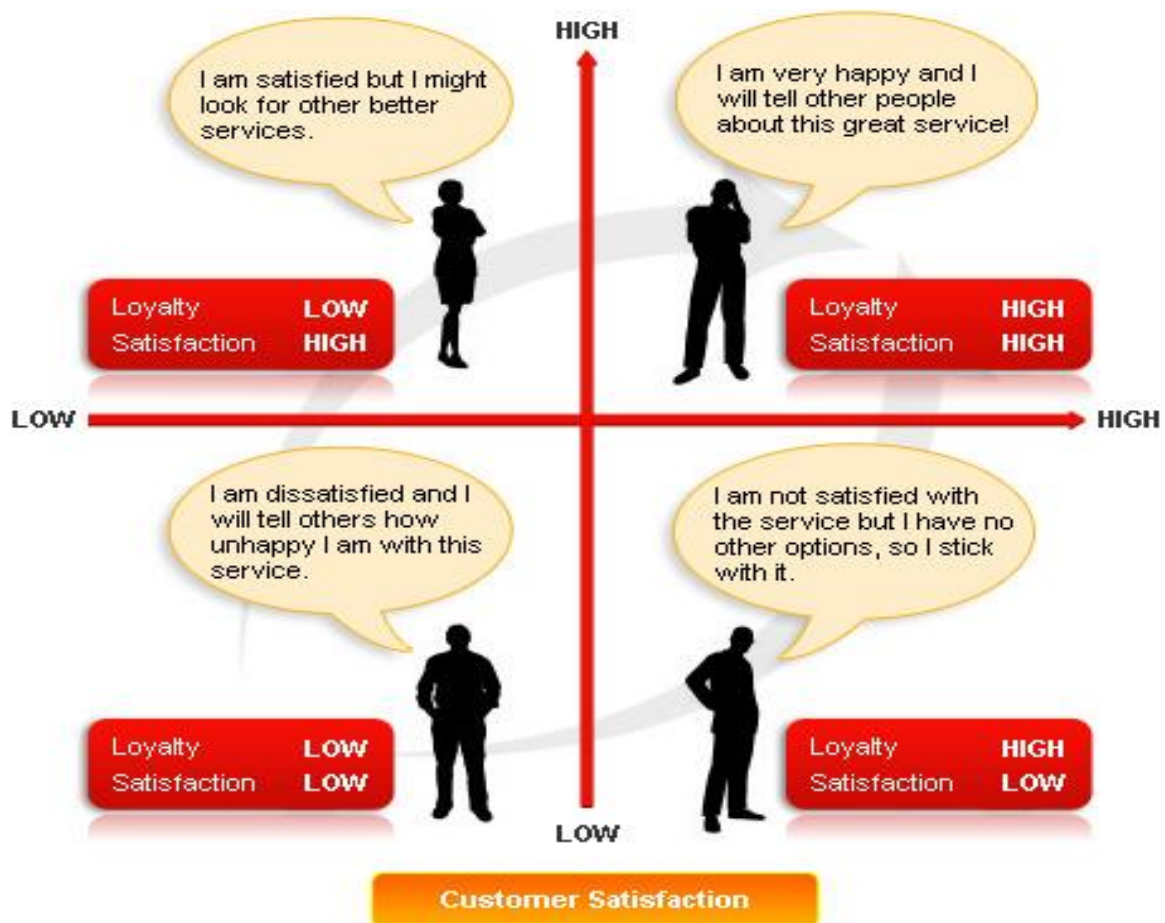
Figure 2.2: Relationship between loyalty and customer satisfaction (Dempsey, 2011).

The above diagram illustrates that highly satisfied customers have high loyalty levels to the service providers, while less satisfied have low loyalty levels. This goes to express how important library marketing is, in enhancing competitive advantage in libraries that market their products and services to their users versus those which do not (Dempsey, 2011:13). This means that library products and services such as databases, research, training, loan, outreach, interlibrary loans and others must not only be restricted to the library building (Koekemoer, 2014:34). According to Garoufallou, *et al.* (2013:16) library services need to be taken out of the physical library building to where the users are located.

This can be done through outreach programmes, thereby defying the common norm by bringing the library to the users, rather than always getting them to visit the library for its services. Sometimes libraries have many services and resources that may satisfy their clients, but the barrier is that the clients do not know about these and, as such, do not utilise them. Marketing plays an integral role in all organisations, including college libraries, although it may not be fully recognised or utilised due to various reasons (Dempsey, 2011). Some of the major reasons for underutilisation may span from lack of financial resources to inadequate marketing competencies by college librarians (Koekemoer, 2014:44) However, the fact remains that the "use of marketing in a knowledgeable way enables librarians to meet the user needs" (Kies, 2003:3).

Bhatt, Kumar and Yusuf (2016:2) opine that the role of marketing is largely concerned with customer satisfaction hence; the higher the loyalty, the higher the level of customer satisfaction. In this case, the customers are the registered Campus A library user community who make use of the library services and products for their research and learning endeavours (Pantry & Griffiths, 2009:13). Lamb, Hair, and McDaniel (2010:5) states that customer satisfaction is achieved when the product (library service) has met or exceeded the customers' (library users') expectations, whereas dissatisfaction occurs if performance is below expectation. Although college libraries are not in the actual buying and selling or business transactions like supermarkets, where there is evidence of a scramble for market share and power of the competitive edge, marketing of library services to users is still vital to create awareness of services and maximise usage (Lamb Hair and McDaniel, 2010:5). On that note, Koekemoer (2014:44) postulates that customer satisfaction is the ultimate glue, which ties a business unit's success.

It has become clear from the above authorities that the role of marketing in college libraries is to create awareness of the products and services available in their library. According to Dempsey (2011:13), this is done to maximise the loyalty and usage of the existing services. Therefore, marketing creates an awareness of available services like interlibrary loans facilities, research databases and reference and this improves library usage.

Most college libraries conduct their library marketing or outreach services during library orientation to new and returning students, to create awareness of the available services they offer to the users (Koekemoer, 2014:44). On the same note, Dempsey (2011:13) opines that library marketing is an expensive exercise and that is why it is usually conducted as a once-off event during the first student semester orientation period. In concurrence, Rowley (2013:13) confirms that marketing is expensive and unfit for academic libraries.

On the contrary, Garoufallou, *et al* (2013:6) view marketing as a way of getting more funding, which may lead to improved delivery of library services, higher visibility, loyalty, and appreciation from users. Also, Garoufallou, *et al* (2013:6) states that marketing is an opportunity to get an allocation of finances because funds cannot be distributed when there is no tangible and financially viable project to pay for.

According to Ranganathan (1931), librarians should be innovative by embracing innovation and marketing as crucial library functions to increase library resource usage. In 1931, Ranganathan introduced The Five laws of Library Science describing the principles of operating a library system. The historic Five laws of library science are also known as the set of norms, percepts, and guides to good practice in librarianship. Ranganathan (1931) present the fundamental precepts as follows:

First Law: Books are for use

Second Law: Every reader his/her book

Third Law: Every book, its reader

Fourth Law: Save the time of the reader

Fifth Law: The Library is A growing organism

Gorman (1998) complemented and reinterpreted Ranganathan's (1931) laws and aligned them to the modern library contexts. Gorman's (1998) interpretation of the five new laws of librarianship entails that librarians should:

    i.   Serve humanity;

ii.   Respect all forms by which knowledge is communicated;

iii.   Use technology intelligently to enhance service;

iv.   Protect free access to knowledge; and

v.   Honour the past and create the future.

Given the above, it is vital to note that academic library marketing is an important strategic function because, without it, library users are unlikely to be fully aware of what the library can offer them. This sentiment is supported by Pantry and Griffiths (2009), who postulate that marketing influences user behaviour within the library, while user behaviour, in turn, influences marketing.

It is, therefore, important for academic libraries to market their services to increase resource usage and customer satisfaction. Hence, Thanuskodi (2010:19) advocates that:

> In a service [organisation] like an academic library, customer satisfaction means fulfilment of expectations. Librarians must find out what readers want and concentrate upon providing it. Designing an appropriate marketing service means asking, who are the customers? What do they want? What can the (organisation) provide?

It is significant for academic libraries to make use of marketing to create an awareness of the services available, as this will help the library to meet and satisfy the users' needs (Pantry & Griffiths, 2009). Thus, Kaur (2009:1) states that most academic librarians realise the importance of library marketing. Whether they call it outreach, liaison work, or public relations, many libraries have embraced the need to actively promote their resources and services.

Furthermore, Bhatt, Kumar and Yusuf (2016:2) propound that, marketing does not revolve around the development and promotion of new services and products, but it also includes bringing awareness to clients of existing services and products and determining their appropriateness. According to Pantry and Griffiths (2009:12), marketing needs to be an on-going process that focuses not only on new services but on existing ones as well. It helps to bring an appreciation of the library services. Rowley (2013:17) believes that the frequent use of library services would boost pass rates.

When this happens, the value of the library is noticed and appreciated by the parent institution, leading to a possible increased budget allocation (Rowley, 2013:17)

2.4 Users' understanding of library resources and services

Library users must understand the services and resources available for them to ensure maximal utilisation. Some of the major tools that can be used to ensure user understanding of library resources and services are marketing and user training. According to Lamb, Hair and MacDaniel (2013:3), marketing is capable of creating, communicating, delivering and exchanging services that are valuable to customers and society. Whereas McClelland (2014:2) argues that marketing involves analysing, planning, application, and control of carefully formulated programmes. These programmes are applied to improve the users' understanding of services. Gupta (2016:1) asserts that improved user understanding of rendered services helps to reduce barriers to use and access; persuade and inform the users about the services the library offers. Enhanced user understanding also assists librarians to carefully plan how to satisfy users' needs (Gupta, 2016:1).

According to Thanuskodi (2010:19), the improvement of users' understanding of rendered services is a form of service delivery to library users, but it should not end there. After creating an awareness of the available library products and services like research databases and loan services, users must be trained to manipulate the aforementioned products and services to promote and create independent library usage. Thanuskodi (2010:19) further suggests that the marketing of library products and services would result in informed users who know the existence of available library services to improve usage.

Concerning Campus A, it is anticipated that a better understanding of the rendered services could improve resource usage and user satisfaction. According to Jessy and Rao (2016:3), marketing can be used as a management tool to effect a better understanding of the available library services and maximise usage of information services to improve customer satisfaction. According to Madhusudhan (2008:3), satisfaction can be achieved when librarians skilfully market and provide library products and services which meet the users' needs.

This highlights the importance of library marketing skills and competencies for librarians. To improve the users' understanding of library resources and services, Gupta, Koontz and Massisimo (2010:2) indicate the need for a long-term relationship among users and the librarians through user education programmes, marketing, mutual dependency, and reciprocated trust. Provision of access to information forms the basic principle of librarianship, which boosts the users' understanding of the available resources.

Emanating from Ranganathan's (1931) classic work, The Five Laws of Library Science, Way (2010:307) calls upon libraries to make use of marketing to avail the library resources and increase their accessibility and users' understanding of the available resources and library usage. Hence, Gupta (2003:12) states that marketing persuades and informs the users, thereby reducing barriers to library resource usage and access, thus, effectively satisfying users' needs. Use of library technologies helps to broaden the users' understanding of the available resources. With the application of technology, Ocholla and Le Roux (2011:12) indicate that a high-tech library and information service is vital in library marketing to effectively reach users and potential users via the library without walls access.

Based on the famous Five Laws of Ranganathan (1931) users' understanding of the available library resources can be improved through extended opening hours and the use of mobile library services. Various authors have discussed the Five Laws about marketing. Interestingly, these laws labelled the reader (sometimes called the customer) as a king, and as the focal point of the library resources and services (Way, 2010:13). Table 2.2 shows the relationship between the Five Laws and marketing implications in increasing users' understanding of the available library resources (Ranganathan, 1931).

Table 2.2: Relationship between the Five Laws and marketing implications

The law	Actions to be taken	How marketing increase user understanding of the available services

Books are for use.	Enhance optimum user understanding of the resources, facilities, and services available.	Create user awareness of the library location. Enhance effective signage and extend library opening hours.
Every reader, his/her book	Meeting users' needs satisfactorily may lead to an improved user understanding of the services available.	Informed collection and interpretation of library information based on the understanding the needs of users.
Every book, its reader	Reaching out to users through marketing outreaches, and mobile library initiatives.	Library promotional campaign, advocacy, public relations and personal communication.
Save the time of the user	Provision of the library services in line with the benefits and preferences of the user.	Repackaging information into an appropriate format, and enhancing the availability of information whenever needed.
The library is a growing organism	Adapting to the ever-changing emerging technologies.	Mobilising e-resources and addressing the ever-changing user needs.

Adapted from Way (2010) and Thanuskodi (2010)

2.5 Library marketing skills and competencies

Thanuskodi (2010:20) suggests that it is vital for academic library staff to receive marketing skills training, on-the-job guidance and re-skilling. Well-trained and competent librarians become a competitive weapon for better and quality service in an academic library. Bamigbola (2013:5) indicates that librarians have different understandings of marketing approaches; hence providing training will set a consistent and competitive standard for marketing college library services. According to Dhiman (2008), it is vital to ensure that librarians are well-trained and competent in executing marketing duties. Possession of marketing skills sets a precedent for better performances, more aggressive and professional library marketing and information service delivery. Furthermore, Madhusudhan (2008:3) says it is vital to train librarians and improve their competencies in modern information communication technologies

(ICT) marketing trends, like the use of social media platforms in marketing their library services. Bhatt, Kumar and Yusuf (2016:2) advocate that the skilful marketing of library services facilitates user satisfaction, loyalty and add value to the library services. Thanuskodi (2010:5) further postulates that marketing in college libraries is more than presenting books in a nice arrangement or hosting an event, but it is centred on satisfying the ever-changing users' needs. Hence, Jacintha (2012:2) reiterates that the training of library staff improves productivity and helps to upgrade the human intellect and competence for productive employment. Therefore, effective training in library marketing must be done to boost resource usage and user satisfaction. There are a lot of specific skills and competencies required for the librarians to be well-equipped to effectively market their services and resources, such as marketing plan formulations and marketing digital information services.

2.5.1 Skills and competencies for a marketing plan

A marketing plan is a tool that facilitates the choice of activities that will lead the actual marketing (Garoufallou *et al*, 2013:10). Consequently, Thanuskodi (2010:8) points out that it is imperative to formulate a marketing plan to clearly show what steps or actions should be taken to achieve the set goals. While Mcclelland (2014:1) indicates that a marketing plan is needed to pave the way forward for what needs to be done and how it should be done. Mcclelland (2014:2) further states that an effective library strategic marketing plan must be patron-oriented to satisfy the users' needs. As part of the marketing plan, Thanuskodi (2010:11) says that possession of competencies in marketing plan formulation helps librarians to identify what needs to be marketed and how. Furthermore, such knowledge will improve the librarians' skills in identifying the target audience's needs to satisfy them (Garoufallou *et al*, 2013:17). The library-marketing plan should identify how to market digital library resources and how to use social media in marketing. Therefore, it is vital to train librarians on how to market library digital information services (Jacintha, 2012:2).

Through social media, librarians can easily connect with their communities using a range of digital marketing channels (Du Toit & Mulatiningsih, 2013).

According to the Fourth Annual Survey (2011) in America, through the use of social media tools, 88% of libraries are promoting general library services; 72% are promoting specific programmes and/or services; 75% are providing quick updates to library users; while 54% libraries are reaching a new audience of potential users. According to Jain (2014:2), librarians and information professionals have been confronted by a huge challenge of emerging technology. Therefore, for digital marketing to thrive and survive in this digital age, librarians need to be equipped with skills in digital marketing. Du Toit and Mulatiningsih (2013:17) indicate that the use of digital library marketing bridges the geographical barrier and enables the user community to access online information resources at any time of the day from wherever they are.

2.5.2 Skills and competencies for digital marketing of information services and resources

In discussing marketing strategies for digital services, it is important to examine the nature of digital information services (Bhatt, Kumar & Yusuf, 2016:3). Digital information services, according to Ravichandran and Babu (2008:17) are the:

> …information and knowledge resources that are available in electronic forms including books, journals, journal articles, CDs, videos, databases, films audio digital products, online publishing, public domain and other intellectual properties that are available through the internet…

Ravichandran and Babu (2008) underscore that it is very vital to market digital information services as they have several benefits over the print information services. Some of these benefits include:

- Multiple access is allowed;
- Continuous access at any time and place;
- Saving of shelf space;
- Prevention from damage, loss or theft; and
- Access to out of print materials.

Due to the nature of digital information services, it is clear that traditional marketing techniques may not be suitable for information services in digital format. Therefore, there is a need to make use of suitable ICT tools and platforms compatible with marketing library resources (Jacintha, 2012:12). Libraries have been using different marketing tools such as posters, bulletins, flyers/brochures, newsletter, user education and outreaches (Kaur, 2009). However, the emergence of digital information services has superseded the use of traditional marketing tools (Kennedy, 2011).

Suffice to mention, there was a scarcity of knowledge on the marketing of electronic library resources until the introduction of digital marketing platforms like Facebook, electronic billboards and electronic databases like e-brary (Henderson, 2005). However, many libraries are gradually embracing digital marketing, as Kennedy (2011) attests to in a study in which she reviewed 24 literature sources on marketing electronic resources. Most librarians demonstrated their understanding of digital marketing through their research outputs and submissions of a marketing plan, market segmentation and digital marketing techniques (Kennedy, 2011). Skills and competencies for the marketing of digital services are very vital because well-trained staff are the competitive weapon for better quality service delivery in an academic library (Thanuskodi, 2010:17). Libraries must be capacitated with marketing skills and competencies through the financial backing and advocacy of library professional associations like LIASA and IFLA. Gupta and Savard (2010:5) opine that both national and international library associations must be actively involved in skills development and promotion of marketing skills in general and digital marketing in particular for librarians. In South Africa, the LIASA MAIG (Marketing and Advocacy Interest Group) hosted a seminar at The University of Pretoria in 2017 under the theme "Marketing and advocacy for librarians: tips of the trade!" The seminar had various presentation topics about library marketing (LIASA MAIG, 2017). The topics included: marketing your library on a shoestring budget, next level library marketing initiatives, digital marketing tips, tools and tricks for librarians.

2.6   Library user education and training practices

Singh (2010:5) argues that the LIS professionals undertook several studies on user education and training in India, however, these studies had limited scope on user

education programmes offered by the private colleges in the country. Nonetheless, Mu (2007:13) states that user education programmes are essential and must be incorporated into the college libraries' marketing and training programmes. User education, as underscored by De Rosa, *et al.* (2005:19), entails training of users on how to use or operate various library resources to support their research and learning.

While Singh (2010:4) views user education as holistic information, communication, and training process which encompasses the total interaction of the user with the library, Mi and Nesta (2006:9) argue that the process covers training the users on how to search for information on the library databases and proper use of reference management platforms like Endnote. These endeavours might lead to improved resource usage and customer satisfaction. Thanuskodi (2010:19) concurs by arguing that to improve resource usage and customer satisfaction, properly planned marketing, user education and training were critical for an academic library. Kaur (2009:7) also shares the same sentiment that if users were aware of the available databases but did not know how to use them, this might be an indicator that awareness alone is not adequate. Therefore, Mi and Nesta (2006:14) underscore that libraries must look beyond the collection and organisation of information and focus on whether that information is the best that the users can get. This is important as it improves resource usage and customer satisfaction. Thanuskodi (2010:8) postulates that when offering user education and training services, library personnel must follow Ranganathan's (1931) theory, procedures and workflow activities to ensure that the library philosophy is achieved. De Rosa, *et al* (2005:21) state that the user-focused theory of librarianship services ensures that the right information services are rendered to the right users at the right time.

According to Kennedy (2011), Ranganathan's (1931) theory of user-focused librarianship services suggests that effective library marketing, user education, and training are essential to improve the usage of library resources and the satisfaction of library customers. In terms of how such user education and training should be conducted, Sawhney (2012:3) states that user education and training must be incorporated into the academic curricula to equip library users with skills on how to use the library and its resources and develop their information-seeking skills.

Librarians should be responsible for the user education and training sessions and, as such, Sawhney (2012:7) indicates that educating the library users does not only improve library resource usage but also equips them with the skills and knowledge to identify, locate, evaluate, select and solve information problems related to their respective subject areas. This is an element of digital information literacy.

2.7 Summary

This chapter reviewed the literature relating to the themes formulated from the objectives of the study, which are: the nature of library marketing, library users' satisfaction with the library services and resources, library users' understanding of services rendered and resources available, marketing skills and competencies for librarians. It has become apparent that academic librarians need to market library services and apply user education, digital literacy skills and training to improve resource usage and customer satisfaction. The next chapter addresses the methodology used in conducting the study. It also covers the research design, population of the study, sample frame, sample size, sampling procedure, data collection methods, techniques and data analysis methods, among others.

CHAPTER 3
RESEARCH METHODOLOGY AND DESIGN

3.1   Introduction

The preceding chapter reviewed the literature related to the study. The literature review focused on the themes formulated from the objectives that were presented in the first chapter. This chapter discusses the research methodology applied in the study. The chapter specifically covers the research paradigms, approach, methods and instruments, which were used to conduct this study. The chapter further deliberates the target population, sampling and data analysis methods. In this study, the researcher applied the positivist paradigm. The positivist paradigm influenced the use of the quantitative approach in this study based on the objectives and problem statement, to eventually recommend solutions (Babbie & Mouton 2001:49; Creswell 2009:8). Hence the quantitative approach was the main approach but supported with the triangulation of a limited scope of qualitative data-collection methods to close some gaps. The map of the research methodology for this chapter is illustrated in Figure 3.1

RESEARCH METHODOLOGY

ETHICAL CONSIDERATIONS

Positivist — RESEARCH PARADIGM

Full quantitative methods

RESEARCH APPROACH — Multi-method

Partial qualitative methods

Survey — RESEARCH DESIGN

Population sampling ← DATA COLLECTION → Methods

Methods   Frame   Size

Document analysis   Group interview   Questionnaire

Stratified   Purposive

TRIANGULATION

RESEARCH METHOD EVALUATION

Figure 3.1: The map of the research methodology

3.2 Research methodology

Leedy and Ormrod (2014:4) underscore that research methodology directs the entire research as it controls and prescribes how data is acquired, reported and presented. Various researchers explained similar terms differently. According to Mouton (2011:37), methodological approaches refer to quantitative, qualitative or mixed methods. This research study used the quantitative approach with triangulation of limited data from qualitative tools, also known as the multi-method approach. The multi-method approach is usually applied in such studies where two different data sets are compared (Brewer & Hunter, 2015:9). Leedy and Ormrod (2013:98,139); Pickard (2013: 14); Johnson and Christensen (2006:8) note the importance of carefully choosing an appropriate research approach. Marutha (2019:2) highlights that some researchers do not see the differences between multi-methods and mixed-methods, particularly in terms of definition and abbreviation. Hence these concepts are occasionally used interchangeably as if they are synonymous.

The study largely adopted a quantitative approach with a limited scope of qualitative data to supplement numeric data. This justifies the adoption of the multi-method research approach because it allows the researcher to integrate the findings from both the qualitative and quantitative approaches to draw conclusions and make recommendations (Pickard, 2013:18-19). Furthermore, the multi-method approach facilitates the triangulation of the quantitative and qualitative approaches during data collection, analysis and interpretation to confirm the quantitative results (Bryman, 2012:392; Creswell, 2014:201; Ngulube, 2013:6). The quantitative research approach is used for testing theories by examining the relationships among variables (Creswell, 2013: 4). Qualitative researchers tend to collect data in the field at the site where the participants experience the issue or problem under study in their natural contexts or settings (Creswell, 2014:185).

Notably, there is no common ground and agreement among authorities with regards to the use of various research terminologies such as research design, methodological approaches, and research methodologies (Bryman, 2016; Maree, 2016; Creswell, 2014; Sarantakos, 2013; De Vos *et al*, 2012 & Mouton, 2011). This is illustrated in Table 3.1.

Table 3.1: Research terminologies variations

Author	Research design	Methodological approach	Research methodologies
Sarantakos (2013:27)			Quantitative, qualitative or mixed methods.
Creswell (2014)	Qualitative, quantitative, and mixed methods.		
Maree (2016:75)	Narrative, phenomenology, grounded theory, case study, ethnography.		
Bryman (2016)	Experimental design, cross-sectional or survey design, longitudinal design, case study design, and comparative design.		

Mouton (2011:37) De Vos, *et al.* (2012:109)		Quantitative, qualitative or mixed methods.	
Creswell (2013:112)	Phenomenological, ethnography, grounded theory, historical method, and case study designs.		

On the same note, various researchers refer to research approaches as research designs or vice versa (Bryman, 2012; Collis & Hussey, 2009; McMillan & Schumacher, 2014; Ngulube, 2019; Van Wyk & Taole, 2015:165). For that reason, there are conflicting views and variations among researchers, about the meaning of research terms. Gorard (2013: 6) notes such variations in terminologies by Creswell and Plano Clark (2011) when they use the terms research designs and research approaches interchangeably. Conversely, the preceding discussion validates that research approaches or strategies are elements of research design, given the dimensions of the methodological landscape.

3.3   Research Paradigm

According to Sarantakos (2013:28), social science research is driven by three basic factors, namely: ontology, which is about nature of reality; epistemology, which focuses on the nature of knowledge and methodological perceptions of social research, which are contained in the paradigms which guide everyday research. Neuman (2011) says that paradigms are sets of beliefs that guide the researcher in conducting a scientific study. Bryman (2016:637) defines paradigm as a cluster of beliefs and dictates that influence what should be studied, how research should be done and how the results should be interpreted. Sarantakos (2013:30) describes a paradigm as a set of propositions which explains how the world is perceived. Therefore, paradigms inform the researchers on what is important, what is legitimate, and what is reasonable. According to Punch (2014:16), the existing or known paradigms are positivism and constructivism. Positivists assume that the real world exists independently of humans and their interpretations while the constructivists' worldview is influenced by how they interpret things and inner subjectivity. Positivists believe that objective accounts of the world can be given and that the function of

science is to develop descriptions and explanations in the form of universal laws, while the interpretivism focus on the meaning people brings to the situations and behaviour (Punch, 2014:16).

The study applied the positivism paradigm for quantitative approach (Creswell, 2014:7; Bryman, 2012:29-30). Positivism is an epistemological position which promotes the application of the methods of natural sciences to the study of social reality and beyond (Bryman, 2016:694). The positivist paradigm was chosen for this study because it conforms to the application of the quantitative approach. The quantitative approach can measure the respondents' "attitudes and feedback or results, based on the objectives and problem statement (Babbie & Mouton, 2001:49; Creswell, 2009:8).

3.4   Research design

According to Hernon and Schwartz (2009:1), a research design is an action plan for research.   It includes the population or sample studied and design type. It also determines whether the research is exploratory, correlational or descriptive and covers data collection duration, reliability and validity. De Vos, *et al.* (2011: 95) states that exploratory research is conducted to obtain an understanding of the situation, phenomenon, community or individual. Neuman (2006:36) says that descriptive research presents a picture of a social setting or relationship and focuses on 'how' and 'why' questions. Lastly, Babbie (2007:90) points out that correlational research is identified when an actual relationship exists between two variables. Bryman (2016:40) argues that a research design provides a framework for the collection and analysis of data. In this study, a case study design was used. The study requires a design to aid and guide the researcher in completing the data collection or conducting an analysis of the data (Leedy & Ormrod, 2014; Creswell, 2013; Pickard, 2013; Turner, 2010:754). According to Salkind (2010:122), a research design is a plan that provides the logical structure which serves as a guide for the researcher to attend to the research problem and answer the research questions. On the same note, research design "deals with a logical problem and not a logistical problem" (Yin, 1989:29). A research design plays an important role in research because it helps the researcher to understand what needs to be done and the reason why it has to be done that way (Davies, 2013; Kumar, 2011:94; Blumberg, Cooper & Schindler, 2005:195).

There seems to be a lack of consensus among scholars regarding research terminologies. According to Creswell (2014:12), research designs include qualitative, quantitative, and mixed methods that provide specific direction for procedures in a study. However, the researcher agrees with Sarantakos (2013) that qualitative, quantitative and mixed methods are research methodologies and not research designs. Conversely, Bryman (2016:45) states that there are five research designs which include: experimental design, cross-sectional or survey design, longitudinal design, case study design, and comparative design. Leedy and Ormrod (2014:4) argue that research requires a specific plan and should follow a carefully planned itinerary of the route one is intending to take until the final destination, which is the research design. Since this study focused on the application of a case study research design, a full discussion of the design is covered in the next section.

3.4.1 Case study design

Creswell (2014:14) postulates that case study designs are found in many fields, where the researcher develops an in-depth analysis of a case, often a programme, event, or activity on one or more individuals. "A case study focuses on a single instance of some social phenomenon, such as a village, a family, or a juvenile gang" (Babbie 2010:309). In this study, Campus A library is the social phenomenon that is being addressed. In the case of this study, the researcher collected detailed information using a variety of data collection methods over a given period. Bryman (2016:60) indicates that the term 'case' associates the case study with a location, such as an organisation (Campus A), and the emphasis tends to be on an intensive and detailed analysis of that single case. Tight (2017:13) states that a case study is a research design which provides a detailed and intensive analysis of a single case.

Furthermore, this study used a case study research design because it provides an in-depth explanation of a certain phenomenon, which relates to a certain individual or a small group of individuals (Creswell, 2013:119). A case study method represents an intensive analysis of a single unit, to generalise across a larger set of units (Pacho, 2015:2). Another reason behind using a case study design is its depth of analysis (Bryman, 2016:61). Kumar (2014: 155) argues that the case study design provides an overview and an in-depth understanding of case(s), process and interactional

dynamics within a unity of study. In this study, the interaction between the researcher, the staff members and students in Campus A, resulted in an in-depth understanding of the phenomenon. The researcher managed to carry out a detailed study based on the identified objectives. Ngulube (2019:85) emphasises that the research design should be appropriate and applicable to produce research that is trustworthy and beneficial to society. Bryman (2016:61) states that researchers tend to associate case studies with qualitative research; however, case studies are accommodative of both qualitative and quantitative research approaches.

3.5   Research approach

In social science research, the methodologies or designs are key pillars which help to support the whole research (Sarantakos, 2013:27). According to Creswell (2014:3), approach refers to the plans and the procedures for doing research, which include: the steps, the broad assumptions, and the detailed data collection methods, analysis and interpretation. On the same note, Creswell (2014:11-12) identifies three research approaches namely: qualitative, quantitative and mixed methods. The mixed-method research approach involves a mixture or integration of more than one approach (Creswell, 1994:176; 2014:3; Fidel, 2008:265; Johnson & Christensen, 2008:280; Ngulube, 2013:5-7). Quantitative research measures different variables in terms of statistical analysis, while qualitative research is more focused on defining situations and concepts understudy, to extract some meaningful subjective conclusions (Creswell, 2014:11-12). Quantitative approaches are characterised by quantification of data during collection and analysis (Babbie & Mouton, 2001:49; Bryman, 2012:35; Creswell, 2014:247).

The quantitative approach focuses on the amount, or quantities, of one or more variables of interest (Babbie & Mouton, 2001:49; Leedy & Ormrod 2013:95). Gerring (2012:362) define a quantitative approach as "any inference based on a large number of dataset observation, that is, statistical analysis". The approach is used to test "objective theories by examining the relationship among variables" (Creswell, 2014:247). Sarantakos (2013:36) defines qualitative research as a "procedure that operates within naturalistic, interpretive domain guided by the standards and principles of a relativist orientation, constructivist ontology, and an interpretive epistemology."

Creswell (2013:24) concurs by indicating that in constructivism, people seek to understand the world they live and work in. Furthermore, a qualitative approach is used to answer questions about the complex nature of phenomena, from the participants' points of view (Leedy & Ormrod, 2014:94), and interprets data in the form of narrative and descriptive statements (Babbie, 2010:35; Stangor, 2011:15).

Qualitative research is characteristic of its expressive nature and people-centeredness, which implies that it focuses on people's life experiences, attitudes, opinions, and feelings (Ellis & Standing 2010:23). According to Creswell (2009:13), qualitative research explores and seeks to understand certain individuals or groups assigned to a social or human problem. Hence, Flick (2014:5) concurs that qualitative data analysis "interprets linguistic material to make statements about implied and clear dimensions and what is represented in it." The study adopted a largely quantitative approach to explore and measure the situation based on statistical data. However, both qualitative and quantitative data collection methods were combined to achieve triangulation, although quantitative data is dominant.

The methodological triangulation technique is called multiple methods. Hunter & Brewer (2015:1) define multi-method research as "an openness to serendipity and humble recognition that all methods have strengths and weaknesses and that by combining different methods one has compensating strengths leading to more credible results in the face of a series of sceptics' questions." According to Ngulube (2019:90), multi-method research uses more than one research strategy, drawn from both qualitative and quantitative methodologies, to collect and analyse data and draw inferences. Triangulating research methods helps to enhance the validity of the study (Cockrell & Stone, 2010; Hagemeister & Rodríguez-Castellanos, 2010). In their quest to draw a line between multi-methods and mixed methods, Hunter and Brewer (2015:2) state that unlike the mixed-method research, the multi-method option is not restricted to combining qualitative and quantitative methods, but is rather open to the full variety of possible methodological combinations. The results are then triangulated to form a complete whole (Morse, 2003).

The use of the triangulation method for data collection was done to facilitate the validation of data and the trustworthiness of both qualitative and quantitative research approaches using a case study research design (Brewer & Hunter, 2015:4).

For this study, the researcher used the quantitative research approach with the triangulation of qualitative methods during data collection, analysis and interpretation to confirm the quantitative results (Bryman, 2012: 392,635; Creswell, 2014:201; Ngulube, 2013:6). However, each of the aforementioned approaches has both strengths and weaknesses. Ormrod (2013:139), Pickard (2013:14), Johnson and Christensen (2006:17) present several advantages of the qualitative research study. Qualitative data may provide rich detail. The data that are collected are in their naturalistic settings. Researchers may be able to study qualitative dynamic processes. Data describe an understanding of people's personal experiences. Researchers can identify contextual and setting factors. Qualitative research is capable of studying a limited number of research subjects in depth (Ormrod, 2013:139; Pickard, 2013:14; Johnson & Christensen 2006:17).

Ormrod (2013:98); Pickard (2013:14); Johnson and Christensen (2006:17) explore the disadvantages of qualitative research. The authors note that it is difficult to make quantitative predictions using qualitative research. Qualitative data lead to lower credibility with some administrators of programmes. The qualitative data collection process is time-consuming and has lower response turn out. The researcher's personal biases may easily influence the results. The collected data cannot be used to generalise to other people or settings.

One of the advantages of the quantitative approach is that the numbered data can be analysed using statistical procedures (Creswell, 2013: 4). The quantitative approach also provides descriptive statistics for a research problem. Leedy and Ormrod (2013:98,139) and Johnson (2006:1), present the advantages of a quantitative approach. It provides the researcher with precise, quantitative and numerical data. It is a faster approach when analysing data using software programmes and can be used to study large numbers of participants. It allows the researcher to generalise the research findings and make possible predictions.

Leedy and Ormrod (2013:98,139) and Johnson (2006:1) also list the following as some of the disadvantages of a quantitative approach, as follows:

i)   it may not capture very important human elements that may strengthen the research,

ii)   it focuses on theory or hypothesis testing rather than on theory or hypothesis, hence the research may lose phenomena,

iii)   quantitative data analysis is time-consuming when the analysis is conducted manually.

3.6   Population

The population of this study was made up of students and academic staff members of Campus A. The population was located at Campus A in Pretoria. The institution has a list of all its students in a database, which shows their courses of study, year of study, email addresses and gender. The population represents the number of people who have the potential to take part in the study, where a sample is drawn. According to Bryman (2016: 694), the population is a collection of units from which a sample is selected. Neuman (2011:224) says the study population is a large pool of elements included in the study from which a researcher concludes. On the same note, Kombo and Tromp (2006:76) define a population as a group of people, objects or units from which samples are taken for measurement.

3.6.1 Sampling procedure

Sampling is a process of selecting a small collection of units from a large population to enable the researcher to study the smaller group and produce accurate generalisations about the larger group (Neuman, 2006:219). It is from the sampling procedure where the sample size is determined. The chosen participants participated as representatives of the whole population. The population was clearly defined, and the sample was systematically drawn (Mouton, 2002:110) because it was not feasible to study everyone at the location, that is; all the students and staff members of Campus A (Nachmias & Nachmias, 1996:201). This section discusses sampling procedures for the study. According to Bryman (2016:407), sampling is defined as the procedure of choosing certain members of the group to represent the entire group.

De Vos, *et al.* (2012:222) asserts that sampling means selecting a portion of a smaller number of units of a population as a representative of the total population through a sample frame. This section will discuss sampling related issues, such as sample frame, sample size, sampling procedures and sampling methods that were applied in this study.

3.6.1.1 Sampling frame

The sampling frame is a complete list on which each unit of analysis is mentioned only once. Unless such a sampling frame is determined, it is impossible to judge the representativeness of the obtained sample properly (Welman & Kruger 2001:47-48). The study used two different sampling methods namely: the simple stratified random sampling and the purposive sampling. Stratified random sampling is a probability sampling method that is used to collect quantitative data. Stratified random sampling reduces standard errors by controlling variance proportions and it guarantees equal representation in each of the identified strata (Leedy & Ormrod, 2015:179). To arrive at the number of participants (students) who received the questionnaires, the researcher arranged a list of all categories of the identified population of the study to facilitate a simple stratified random selection of individual participants. This is known as sample framing (Leedy & Ormond, 2015:181). The students' database lists were used to randomly select students from different levels of education and courses to participate in this study (Powell & Connaway, 2004:100). The study made use of stratified random sampling. In a simple stratified random sampling method, each unit of the population has a known and equal probability of inclusion in the sample (Bryman, 2016:696). The key motivation to the usage of the stratified random sampling method is that there is no bias involved in the selection of a sample (Welman, Kruger, & Mitchell, 2005:69). The stratified random sampling method was applied to this study because the researcher sought to learn about a large group of people who all have something in common (De Vos *et al.*, 2012:117). The researcher also made use of a non-probability sampling method known as the purposive sampling method for qualitative data collection. This method identifies key participants out of the entire population. These participants should have better knowledge, understanding and information about the matter being studied.

The selection of the study sample is, thus, based on the researcher's knowledge about the involved participants (Kumar, 2005: 179). Sarantakos (2013:181) states that qualitative studies usually use non-probability sampling methods such as purposive sampling in special situations, where the sample is selected with a specific purpose in mind (Pickard, 2013:64; Maree, 2012:178). The rationale for using purposive sampling was to select key informants deemed to have information on what the study is trying to investigate (Sarantakos, 2013:187).

3.6.1.2 Sample size

The sample size is the number of participants chosen from the totality of the population. Therefore, the selected and chosen members from the entire population are called the sample (Bless & Higson-Smith, 2000:84; Rowley, 2002:19; Ngulube, 2005:130). The researcher purposefully selected respondents of the study from staff members from the departments of IT Support, Library Support, Student Relations, Academic Development Coordination (ADC), lecturing and the Vice Principal for Student Support (VPSS). In this study, the total population comprised 640 members, that is; 600 students and 40 staff members of Campus A. The sample was 64, consisting of 20 staff members and 44 students. The researcher reached the sample figure above, because the population under study is highly homogenous, hence the smaller the sample size the better. A heterogeneous population requires a larger sample while a homogenous will suffice with a smaller sample (Leedy & Ormrod, 2015:184). Sometimes the size of the sample does not matter, and "There are no rules for sampling size" (Ngulube, 2005:130), but how well it is homogeneously mixed to enable an appropriate representation of the entire population (Krathwohl, 2009:574). The major reason for sampling is feasibility; hence, it is not possible to cover the whole population (Sarantakos, 2013:139). The use of a smaller sample size produces more accurate information than a larger sample. Moreover, a smaller sample saves time and money and allows for better concentration and ultimately yields high-quality research and in-depth information (De Vos *et al.*, 2011:224).

3.6.1.3 Sampling methods

In this study, the participants were selected using both stratified random sampling and purposive sampling. Interview data were collected from the staff members of campus

A using purposive sampling, while the stratified random sampling method was used to collect questionnaire data from students in different courses/qualifications. According to Pacho (2015:3), people or elements are selected for a particular purpose. For this study, using this sampling method results in relatively low costs being incurred (Kumar, 2011:192-193; Salkind, 2010:254). The sampling method determines the validity and reliability of the research conclusion (Ngulube 2005:132-134).

3.6.1.3.1 Purposive sampling method

 Purposive sampling is a non-probability sampling technique and was chosen because of its ability to extract in-depth information from the respondents (Pickard, 2013:61). According to Kumar (2014:252), purposive sampling can provide the desired information, which is confined to specific people, either because they are the only ones who have it, or they conform to some criteria set by the researcher. Creswell (2014:178) underscores that qualitative research seeks to purposively select the respondents who are more helpful in providing the needed information for the study. In purposive sampling, the researcher chose the people for inclusion in the study based on their ability to provide the necessary data. Babbie (2014:200) says a sample may be selected based on knowledge of the population, its elements and the applicability of questions to be asked. Kothari (2004:59) maintains that this method is more appropriate due to the nature of the work done by the selected population. Therefore, this enabled the researcher to choose only the respondents who were believed to be more knowledgeable about the study subject area. "Purposive (judgmental) sampling enables selection of members based on the researcher's judgment about which ones will be the most useful or representative" (Babbie, 2010:193). Furthermore, purposive sampling is applied in special situations, where the sample is selected with a specific purpose in mind (Pickard, 2013:64; Maree, 2016:178). Data were collected through interviews from the staff members who were selected purposefully, while questionnaires were used to collect data from the student participants who were selected through stratified random sampling.

3.6.1.3.2 Stratified random sampling method

Stratified random sampling is a probability sampling method, in which the target population is divided into several strata. The strength of this method is that it provides equal opportunity for all population members to be represented in the final sample (Sarantakos, 2013:172). Stratified random sampling method increases the representativeness of the sampled elements from different strata or segments (Babbie, 2007:206-207; Brewerton & Millward, 2001:116, De Vos *et al.*, 2011:230). In this study, Campus A students from different faculties were stratified according to their levels of study compiled in an MS Office Excel spreadsheet.

3.7   Data collection methods and instruments

The data collection methods cover the procedures, techniques and tools used when collecting data from the sampled participants. Data collection comprises qualitative and quantitative methods. In this study, both qualitative and quantitative data collection techniques were applied. Creswell (2007:4) postulates that the use of both the qualitative and quantitative approaches in collecting, analysing and integrating data help to improve the quality of the research by minimizing biases, limitations and weaknesses. Mouton (2002:110) concurs by pointing out that the disadvantages of one instrument are the advantage of the other, as a result, one technique closed gaps for the other and vice versa. Data collection instruments may include surveys, self-administered questionnaire or a structured interview schedule, a participant observation, whereby the researcher listens to and watches the participants (Bryman, 2016:40; Neuman, 2011:22; Blumberg, Cooper and Schindler, 2005:74; Welman, Kruger & Mitchel, 2005:13). Through the aforementioned data collection instruments, different forms of data, which are significant to a particular study, are collected (Saunders, Lewis & Thornhill, 2009:159). Qualitative data collection instruments help explore cases in a qualitative naturalistic, holistic, ethnographic, phenomenological and biographic manner (Denzin & Lincoln, 1998:37). In this case, the selection of a better instrument of data collection is key because it necessitates research findings and improves the reliability of data. Primary data were collected using detailed self-administered questionnaires, which were electronically mailed to the respondents.

In this study, the researcher made use of group interviews for selected staff members and management representative, open-ended questionnaires and document analysis to collect data. The group of five individuals interviewed were selected from the departments of IT Support, Library Support, Student Relations, Academic Development Coordination (ADC), lecturing and the Vice Principal for Student Support (VPSS). Babbie (2010:270) maintains that open-ended questions are used to allow respondents to freely express themselves in their ways or words. The data collection instruments chosen to gather data from the respondents were questionnaires, group interview and data analysis.

3.7.1 Questionnaires

A questionnaire is defined as a set of questions which are used to gather information in a survey (Mavodza,2010:110). Questionnaires can be either manually or electronically administered. In this study, electronic self-administered semi-structured questionnaires were used. The questions were subdivided into open-ended and closed-ended (Maree, 2012:160). Open-ended questions are more applicable when the researcher requires words, phrases or comments (Pickard, 2013:218; Maree, 2016:161), while closed-ended questions are used to test research questions, especially when a researcher seeks for a single response, whereby respondents choose the most suitable answer from a given array or make use of a scale (Kumar, 2011:151; Maree, 2016:161). The questionnaire was mailed to the students' participants who read questions and wrote down the response to the spaces provided (Kothari, 2004:100).

However, according to Neuman (2011:22); Sarantakos (2013:256-7); Athanasiou, Debas and Darzi (2010:488); Rule and John (2011:66), Rea and Parker (2014:59), Pickard (2013:207-208), Kumar (2011:148) and Maree (2012:161), there are some advantages and disadvantages of using the questionnaire method. Some of the identified advantages are that the survey researcher can use a questionnaire on a given sample or small groups and generalise results. The method is cost and time effective since researchers can generalise about the entire population. If the questions are clear and properly articulated, it is an accurate method of data collection. It allows for simultaneous collection of data from a large group of people. Open-ended

questions produce detailed answers; participants' thinking processes may be revealed to the researcher and the complex question posed can be adequately answered by the participant. Respondents have adequate time to give well-thought-out answers. It is useful for large samples and, thus, the results can be made more dependable and reliable (Neuman, 2011:22; Sarantakos, 2013:256-7; Athanasiou, Debas & Darzi, 2010:488; Rule & John, 2011:66; Rea & Parker, 2014:59; Pickard, 2013:207-208; Kumar, 2011:148; Maree, 2016:161).

On the other hand, the disadvantages of using questionnaires as data collection tools are that self-administered questionnaires are bound to be biased because the researcher has no control over how people interpret questions. They can be used only when the respondents are educated and cooperative. Respondents may be reluctant to cooperate, resulting in low response rates. Besides, unclear questions cannot be clarified due to the absence of the researcher. Questionnaires are bound to produce different information among the participants and conducting the statistical analysis may be difficult. Finally, questionnaires lack validity; the researcher cannot be sure that the respondent who received it is the person who filled it out. (Neuman, 2011:22; Sarantakos, 2013:256-7; Athanasiou, Debas and Darzi, 2010:488; Rule & John, 2011:66; Rea & Parker, 2014:59; Pickard, 2013:207-208; Kumar, 2011:148; Maree, 2016:161).

3.7.2   Interview

An interview is a data collection method which uses dialogue between two or more people. It enables direct contact with a participant who is asked to answer questions concerning the research problem (Bless & Smith, 2000:108). In the study of human behaviour, interviews are suitable for collecting data from individuals about their own experience, practices, and opinions on the past or present behaviours (Harrell & Bradley, 2009:27). Pickard (2013:172) states that "interviews can be used to reconstruct events, descriptions, and feelings about current events and future predictions." In-depth understanding, experiences and opinions of the respondents in this study, were obtained through interviews from the library and institutional management.

The researcher got in-depth information regarding the existing marketing strategies, policies and the roles they play in marketing. Focus group interviews were conducted with five staff members selected each from the following departments: IT Support, Library Support, Student Relations, Academic Development Coordination (ADC), lecturing and the Vice Principal for Student Support (VPSS). According to Welman, Kruger and Mitchel (2005:201), focus groups can be labelled as grouped in-depth interviews. These groups were made up of a small number of individuals who were brought together to discuss a specific set of open-ended questions (Pickard, 2013: 244; Welman, Kruger & 2005:201). In this study, the focus was targeted on library management which comprised of the Vice-Principal Student Support (VPSS), Academic Development Coordinator, Student Relations Manager and the Campus librarian. The interview aimed to ask follow-up questions to the questionnaires. According to Ngulube (2019:90), the combination of data collection techniques from both qualitative and quantitative methods is called triangulation. For example, this study used the questionnaire as the key source of data collection, supplemented by interviews and document analysis.

The purpose of a focus group interview is to collect qualitative data (Pickard, 2013:244; Welman, Kruger & Mitchel, 2005:201). The focus group interviews are not meant to replace individual interviews, but to collect information that cannot be collected easily through individual interviews (Flick, 2014:250-251; Welman, Kruger & Mitchel, 2005:201). According to Welman and Kruger (2001:203); Babbie (2013); Leedy and Ormrod (2013); Creswell (2011), the advantages of using focus groups are that they provide the researcher with sources of information that might be obtained rapidly and cheaply. Focus group interviews can be conducted in a wide range of settings and with a wide range of participants.

Also, there was face-to-face interaction between the researcher and the participants, hence the researcher managed to clarify any questions the participants found unclear (Flick, 2014:250; Welman, Kruger & Mitchel, 2005:203). In this kind of setting, the researcher and the participants openly discussed their opinions and experiences (Flick, 2014:250; Welman, Kruger & Mitchel 2005:203). However, the interview data collection method also has its advantages and disadvantages.

One of the advantages of an interview is that it is quite effective for conducting in-depth studies, as it helps the researcher to understand the participants' responses in detail (Ellis, 2013:51). In an interview, the researcher can compare data from different respondents. An interview is flexible as it can be adjusted to suit various situations (Sarantakos, 2013:295) and the interviewer may rephrase the questions, which is not possible with the questionnaire approach (Kothari, 2004:98). Due to its face-to-face nature, an interview enables the researcher to obtain information which may not be obtained by other research methods like questionnaires and content analysis (Creswell, 2009:179).

However, some of the disadvantages of the interview method are that the interviewer's presence may over-stimulate the respondent to give imaginary information, just to make the interview interesting (Kothari, 2004:99). Some respondents provide information that is difficult to code. Sometimes the information may not be of any relevance to the research in question (Creswell, 2009:179). Interviews are highly prone to bias, as some interviewees may answer questions just to please the interviewer (Ellis, 2013:52). Interviews are also time-consuming and may sometimes involve confidential information. Lastly, it may be very difficult to find all the interviewee at the scene as some have very busy schedules (Creswell, 2009:178).

3.7.3   Document analysis data collection method

According to Bryman (2012:543), document analysis information is usually retrieved from newspaper articles and company policy documents. These documents could be either personal or official. The most common official documents may include organisational or governmental gazettes like statutes, acts of parliament, visions and mission statements, webpages and policy documents. Personal information sources include diaries, letters and biographies. In this study, the documents which were consulted at Campus A include company policy documents, marketing policy, portfolio files, vision and mission statements and the company webpage, all of which contain documented information related to the institution's policies. The researcher analysed these documents to check how the institution's education and training curriculum was structured and implemented. The document analysis checklist also entailed verifying if there was any library marketing information in Campus A's policy document.

The analysis further sought to check how often the marketing policy scope was revised. This method of analysing the policy documents, training manuals and portfolios helped the researcher to verify the data collected from interviews and questionnaires.

According to Sarantakos (2013:313), the following are some of the advantages associated with the use of document analysis:

i) Retrospective - allows the researcher to study past events,

ii) Less time consuming - document access and retrieval are easier and faster, hence, convenient,

iii) The high quality of information - the retrieval of first-hand data allows for the production of high-quality findings,

iv) Non-reactivity - the method and the act of measurement do not affect the result,

v) Low cost - documentary research is cheaper to conduct compared to other types,

vi) The possibility of re-testing - allows easy access to documents, which may necessitate replication.

On the other hand, the following are some of the disadvantages of document analysis data collection methods, as listed by Sarandakos (2013:313):

i) Lack of representativeness – documents are not representative of their kind and lack of generalisation.

ii) Lack of accessibility – difficulty in accessing some documents

iii) Incomplete data – Some documents are not complete or up to date.

iv) Reliability – the reliability of some documents is questionable.

v) Personal bias –information bias is high since the document reflects the owner/author's views.

vi) Ethical – the required informed consent for research purposes may not have been obtained.

3.8   Reliability and validity

Validity and reliability are prominent terms used in research methodology. According to Creswell (2014:201), reliability in qualitative research is based on the researcher's

consistency and ability to determine whether the findings are accurate or inaccurate. Validity and reliability are vital to control checks in research, which ensure and improve the credibility of the research findings (Creswell, 2014:201). As a result, the validity and reliability of the measurement instruments influence the extent to which the researcher can learn something about the phenomenon under study (Leedy & Ormrod, 2014:91).

According to Leedy and Ormrod (2014:91), the "validity of a measurement instrument is the extent to which the instrument measures what is supposed to be measured." Internal validity refers to how a causal relationship is demonstrated, whereas external validity is the extent to which the findings from the investigation may be generalised to the wider context (Pickard, 2013:22). When examining causal relationships, there are two sets of variables, which are; the dependent and independent variables of the outcome. These variables can be used to determine a relationship (Pickard, 2013:22).

On the same note, Neuman (2011:123) proclaims that validity measures how well the conceptual and operational definitions connect, which focuses on "true or false," while reliability focuses on dependability or consistency. In this study, the researcher knew the study population and pretesting of questionnaires was conducted before they were ultimately distributed. This was done to improve clarity and quality assurance. Pickard (2013:22) states that "the research may be conducted more than once and by other researchers if the results are found to be significantly similar then reliability is accepted." Leedy and Ormrod (2014:91) add that both validity and reliability determine the degree at which the researcher identifies and rectifies the error of the measurements.

To ascertain that relevant questions are selected, it is vital to pre-test the research instruments on a small-scale before deployment (Flick, 2014:178). Therefore, a pilot study was conducted to assess the nature of the questions asked about the study objectives and research questions to be used, to test the feasibility of a research study (Flick, 2014:178; De Vos *et al.*, 2011:73). For this reason, the researcher picked some grammatical errors, ambiguity and tautology in some questionnaires that were piloted to the information services. As a result, these shortcomings were redressed to improve and ensure quality assurance.

3.9   Data analysis and interpretation

According to Pickard (2013:274) and Blumberg, Cooper and Schindler, (2005:75) data analysis is the process of extracting, compiling and modelling of raw data to formulate conclusions and predictions on the research outcomes. Williamson (2004:293) argues that "data analysis is the process of bringing order, structure, and meaning to the mass of collected data."

Various methods can be used for data analysis (Pickard, 2013:267; Maree, 2016: 99). However, these methods differ depending on whether quantitative or qualitative data is analysed (Pickard, 2013:268; Maree, 2016:99). There is various data analysis software used in scientific research such as SPSS® data analysis software to analyse quantitative data (Babbie, 2007:405; Babbie & Mouton 2001:411; Leedy & Ormrod, 2013:342). The other statistical data analysis software for quantitative data analysis includes SAS, SYSTAT, Minitab and Statistica (Leedy & Ormrod 2013:302). The researcher made use of an Excel spreadsheet, which was automatically created by Google Forms, which enabled the quantitative data analysis for the questionnaires. Data analysis was also aided by the use of Excel formulas to interpret data based on the spreadsheet. As a result, the extraction of meaningful information from the data collected through quantitative research methods was made relatively easier.

In the case of qualitative data analysis, thematic analysis and content analysis are widely used (Maree, 2012:101). In this study, thematic analysis was used for analysing qualitative data. According to Braun and Clarke (2006:6), thematic analysis is used to identify, analyse and report patterns that may feature when analysing the collected data. It can be used to identify the relationship between the collected data and the patterns that have emerged from the data (Aronson, 1995: 3). The thematic analysis makes it possible to organise and describe the data collected in rich detail, thereby enabling the researcher to interpret various aspects of the topic being investigated (Braun & Clarke, 2006:6). Furthermore, an audio recorder was used after getting consent from participants to record the data during the interviews.

The interviews were recorded and then thematic analysis was applied according to the guidelines by Braun and Clarke (2006:6); Flick (2014: 421- 422), which are:

- Familiarisation with the data

- Generation of the initial codes

- Search and identification of themes

- Reviewing of themes

- Defining and naming of themes

- Reporting the themes and supporting the verbal confirmation of themes.

3.9.1 Evaluation of the research methodology (limitations of the study)

This study was conducted using the quantitative approach and multi-methods, which include questionnaire, interview and document analysis. Finally, quantitative data were triangulated with some qualitative data collected through qualitative data collection techniques. The researcher encountered several problems during the study. Firstly, the questionnaire distribution was hampered by the respondents' change of email addresses. As a result, several sent emails bounced back. The researcher had to consult Campus A's student administration department to verify the participants' updated contact details. Being a former employee of Campus A made it easier for the researcher to make contacts with the administration department to verify the participants updated contacts details on the system. Generally, working for the organisation of the study made it easier for the researcher to collect the data. Another challenge was that some of the questionnaires were not fully completed. Some participants omitted to answer some of the questions. The researcher used the data obtained from the document analysis to verify the responses obtained from similar questions.

3.10 Summary

This chapter gave the reader knowledge about the methodology undertaken in the study. The chapter specifically discussed, among other things, the research design and approach, study population, sampling procedure, data collection methods and instruments, such as document analysis, interviews and questionnaires. This chapter also covered data analysis and presentation of the research findings, qualitative methods, validity and reliability during the research process.

Chapter four will then present the findings from the collected data. The chapter reports the outcomes or the results of the study to the readers. It seeks to explain and illustrate the data collected from the population of the study to the reader, through the use of tables, figures and graphs.

CHAPTER 4

PRESENTATION OF THE FINDINGS

4.1 Introduction

The previous chapter addressed the methodology applied to collect data during this largely quantitative research. This chapter presents the key findings of the study concerning the empirical findings, as addressed by the literature review. The presentation of the findings is important because it enables the researcher to reduce data to an understandable form so that the relations of research problems can be studied and tested, and conclusions drawn (De Vos *et al.,* 2011:249). The research findings were presented in form of tables, figures and graphs. The mainly quantitative data that were collected were presented in charts, tables and statistical formats, while the augmenting qualitative data were presented according to research themes identified in Section 2.1 of Chapter two of this study. The researcher used the multi-methods approach to triangulate collected data through questionnaire, interview and document analysis methods. Campus A documents which were consulted included the college policy document, marketing policy, portfolio files, vision and mission statements, and the company webpage. These were used because they contain documented information related to the institution's policies. The researcher analysed these documents to check how the user education and training curriculum was structured, implemented and presented throughout the year. The document analysis checklist also included information about the library marketing policy to verify what was contained in Campus A policy documents. The analysis further sought to check how often the marketing policy scope was revised. This method of analysing the policy documents, training manuals and portfolios helped the researcher to verify the data collected from interviews and questionnaires. The aforementioned data collection techniques collected, integrated and analysed data in a qualitative and quantitative form, with the main aim of supporting the quantitative questionnaire data (Bryman, 2012:635; Christensen, Johnson & Turner, 2011:380; Ngulube, 2013:6). Therefore, the findings of the study were presented as per the themes developed from the objectives.

4.2   Response rate

The researcher distributed two different questionnaires to the staff and student participants, as presented in Table 4.1. 100% (20) staff members and 91% (40) students completed the questionnaire.

Table 4.1: Respondents' response rate

Respondents' categories	Total sample	Responses	
		Number of respondents	Percentage
Students	44	40	90.9%
Staff members	20	20	100%
TOTAL RESPONSE RATE	64	60	93.7%

4.3   Data from the staff questionnaire

This section presents data that were collected from staff using the questionnaire.

4.3.1   Staff participants per gender

The researcher inquired about the number of staff respondents per gender and the findings were as presented in Table 4.2. The findings indicate that there were 70% (14) male and 30% (6) female staff members who participated in this study.

Table 4.2: Staff per gender [N = 20]

Responses	Number of respondents	Percentages
Male	14	70%
Female	6	30%
TOTAL	20	100%

4.3.1.1 Respondents per qualifications

The researcher identified the staff respondents per qualifications and the findings were presented in Figure 4.1. The findings show that 60% (12) of respondents had honours degrees, 15% (3) had PhDs, 15% (3) had masters' degrees, 5% (1) had a diploma and 5% (1) had other qualifications.
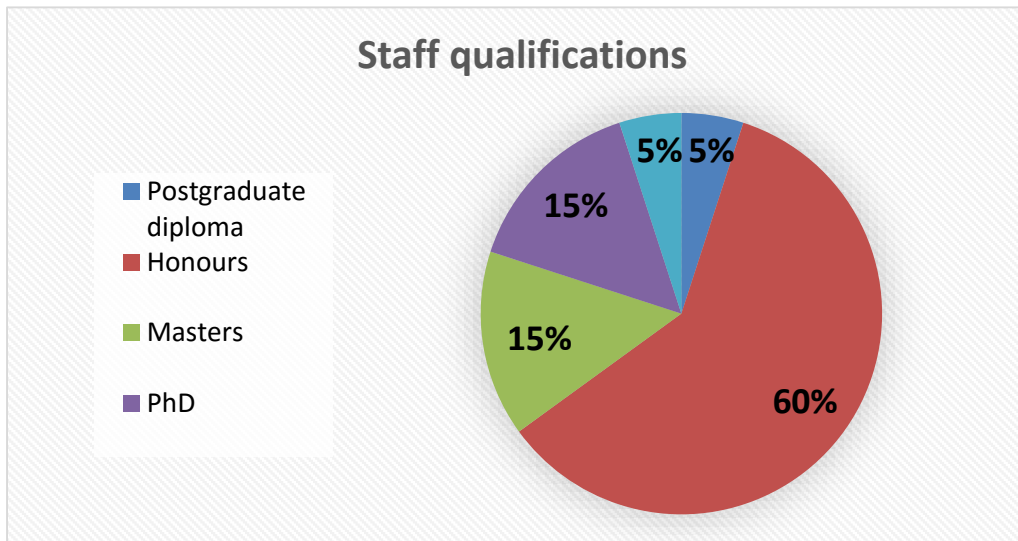
Figure 4.1: Qualifications [N = 20]

4.3.1.2 Respondents per job positions

The researcher also verified the positions held by staff participants and the findings were as presented in Figure 4.2. The findings indicate that 20% (4) of the respondents were librarians, 10%(2) were student relations managers, 5% (1) was the Vice Principal Student Support, 10% (2) were IT Support staff, 15% (3) were Academic Development Coordinators (ADCs) and 40% (8) were lecturers.
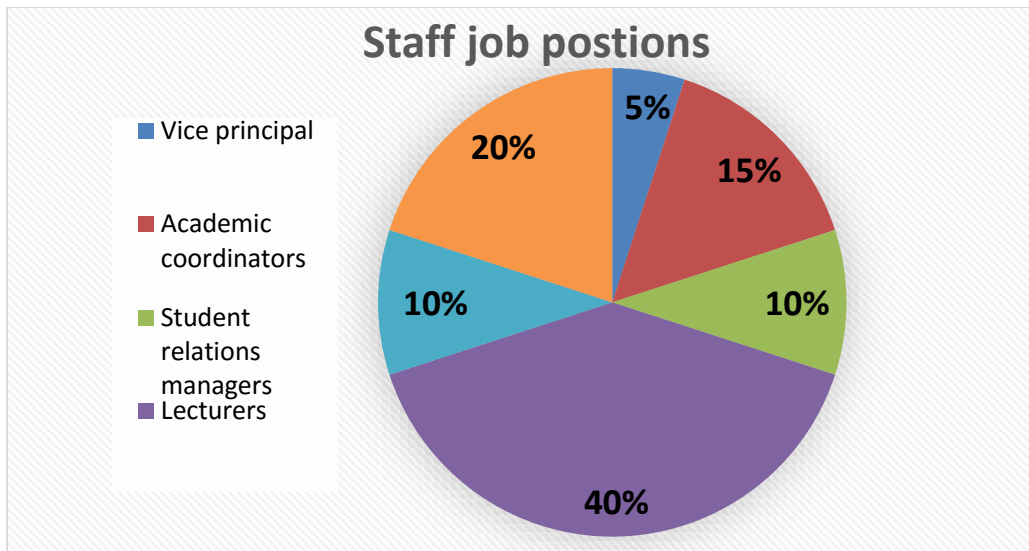
Figure 4.2: Positions held by the respondents [N = 20]

4.3.1.3 Respondents per work experience (service duration)

Data regarding the respondents' duration of service at Campus A were gathered and the findings were presented in Figure 4.3. The findings show that 20% (4) of the staff members had served 1 year, 20% (4) had served between 1 and 3 years, the other 20% (4) had served between 3 and 5 years, while 40% (8) had served 5 years and above.
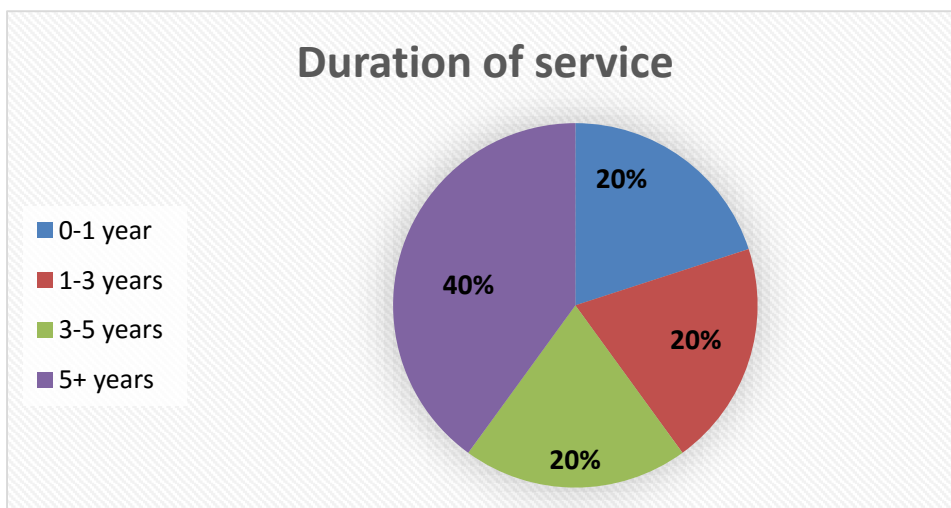
Figure 4.3: Duration of service at Campus A [N = 20]

4.3.2 The nature of library marketing practice

This section presents the data relating to the nature of library marketing practice.

4.3.2.1 Types of library services marketed

The respondents identified the types of library services marketed at Campus A and the findings were presented in Figure 4.4. The findings indicate that 100% (20) of respondents identified reference services, another 100% (20) respondents identified research and database services, 90% (18) of respondents identified circulation services, 40% (8) of respondents identified interlibrary loan services (ILL), 50% (10) of respondents acknowledged the periodicals services and lastly, 30% (6) of the respondents identified printing services, shown as other services in the figure below.
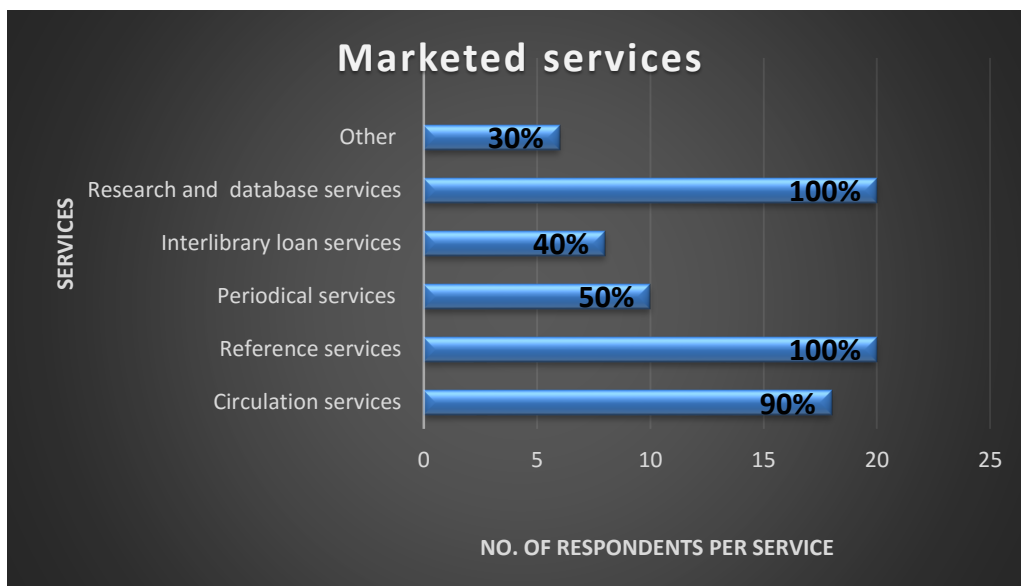
Figure 4.4: Library services marketed [N = 20]

4.3.2.2 Media used for marketing

The researcher asked the staff respondents to identify the media mostly used for marketing and the findings were as presented in Figure 4.5. The findings indicate that 100% (20) of respondents identified Facebook, Library Apps and personal communication, respectively. Displays were identified by 80% (16) of the respondents, while 50% (10) of the respondents identified posters, newsletters and reports.
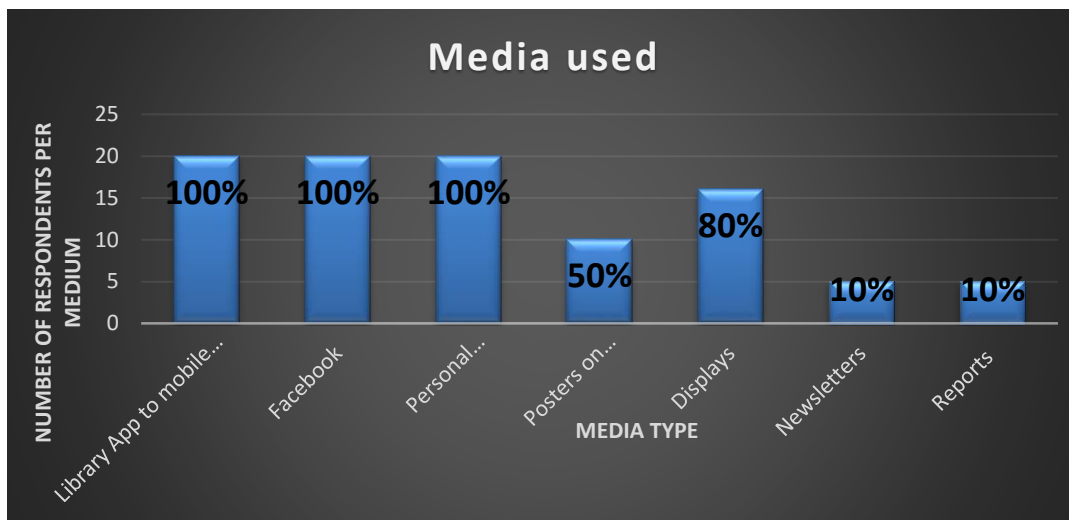
Figure 4.5: Media used for marketing [N = 20]

4.3.2.3 Library events used for the marketing of library and information services

The respondents identified the library events used for marketing and the findings were presented in Figure 4.6. The findings indicate that Orientation Week, Open Day, Library Week and World Book Day were selected by 100% (20) of the respondents. 75% (15) of the respondents identified Readathon, 50% (10) selected International Literacy Day, and 40% (8) chose Open Access Week.

Figure 4.6: Library events used [N = 20]

4.3.2.4 The necessity of using library events to market library resources and information services

The researcher enquired if library events were necessary for marketing library and information services and the findings were presented in Table 4.3. The findings indicate that 90% (18) of staff respondents said that library events were necessary, while 10% (2) indicated that they were not necessary.

Table 4.3: Necessity of library events usage [N = 20]

Responses	Number of respondents	Percentages
Yes	18	90%
No	2	10%
TOTAL	20	100%

4.3.2.5 The current state of library resources and service marketing

The researcher inquired if the current state of library resources and service marketing was satisfactory and the findings were presented in Table 4.4. The findings indicate that 60% (12) of staff respondents said that the current library marketing state was satisfactory, while 40% (8) indicated that it was not satisfactory.

Table 4.4: Current level of satisfaction. [N = 20]

Responses	Number of respondents	Percentages
Yes	12	60%
No	8	40%
TOTAL	20	100%

4.3.2.6 Usage of Information Communication Technologies (ICTs) in marketing library services

The researcher inquired about the usage of ICTs in marketing library services and the findings were presented in Table 4.5. The findings indicate that 90% (18) staff respondents agreed that ICT was being used in library marketing, while 10% (2) indicated that it was not being used**.**

Table 4.5: ICT usage in marketing library services [N = 20]

Responses	Number of respondents	Percentages
Yes	18	90%
No	2	10%
TOTAL	20	100%

4.3.2.7 The relevance of the marketing mix strategies in improving resource usage

The researcher asked the respondents about the relevance of marketing mix factors and the findings were presented in Figure 4.7. The findings indicate that 100% (20) respondents pointed out that *Product* was very relevant, while 80% (16) said that it was relevant. 80% (16) of the respondents indicated that *Place* was very relevant, while 90% (18) chose the relevant category and one 10% (1) felt that *Place* was not that relevant in improving library usage. 90% (18) of respondents indicated that *Promotion* was very relevant, while 100% (20) felt that it was relevant. 90% (18) of the

respondents indicated that *Price* very relevant, while 100% (20) identified it as relevant.
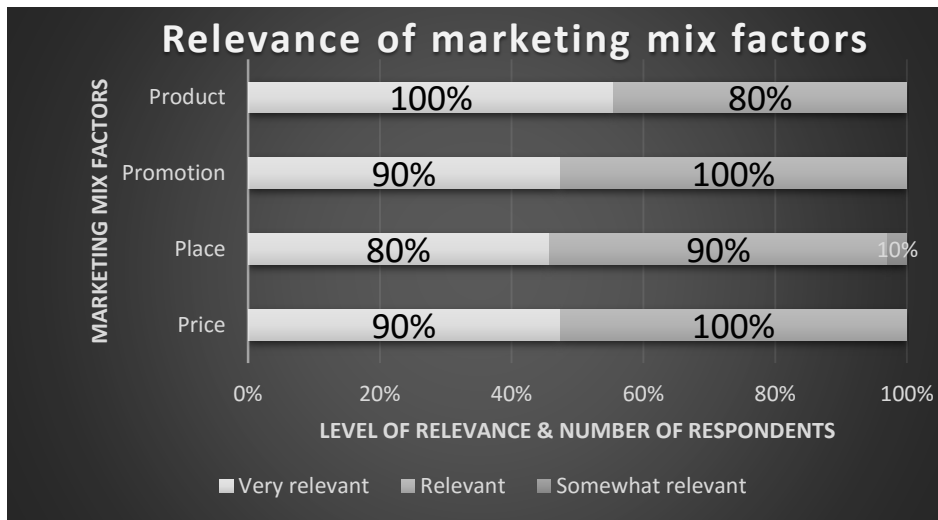
Figure 4.7: Relevance of marketing mix strategies [N = 20]

4.3.3 Library marketing skills

The respondents pointed out what they thought about the importance of marketing skills in improving customer satisfaction and the findings were presented in Table 4.6. The findings indicate that 90% (18) of the respondents said that marketing skills were very important while 10% (2) indicated that marketing skills were important. However, no respondents indicated that marketing skills were not important or that they were unsure.

Table 4.6: Importance of marketing skills (N = 20)

Responses	Number of respondents	Percentages
Extremely important	18	90%
Important	2	10%
Not important	0	0%
TOTAL	20	100%

4.3.3.2 Skills and knowledge relevant for the marketing of the library resources and services

The researcher inquired about the skills that the respondents thought were relevant for the marketing of library resources and the findings were as shown in Table 4.7.

Table 4.7: Skills and knowledge relevant for marketing [N = 20)

Marketing skills required	No. of responses	Percentage
Presentation skills	13	65%
Research skills	10	50%
Knowledge of library resources	12	60%
Skills in applying marketing mix theorems	14	70%
Skills on social media platforms usage like Facebook, WhatsApp and Library Apps for marketing	9	45%
Marketing skills	10	50%
Computers and IT, technology skills	13	65%
Knowledge in usage of Library databases	9	45%
Interpersonal relation skills	15	75%
Audience management skills	13	65%

4.4 Questionnaire data from students

This section presents data collected from students using the questionnaire.

4.4.1 Student participants per gender

The genders of student participants were as presented in Figure 4.8. The findings indicate that 55% (22) of the respondents were females while 45% (18) were males.
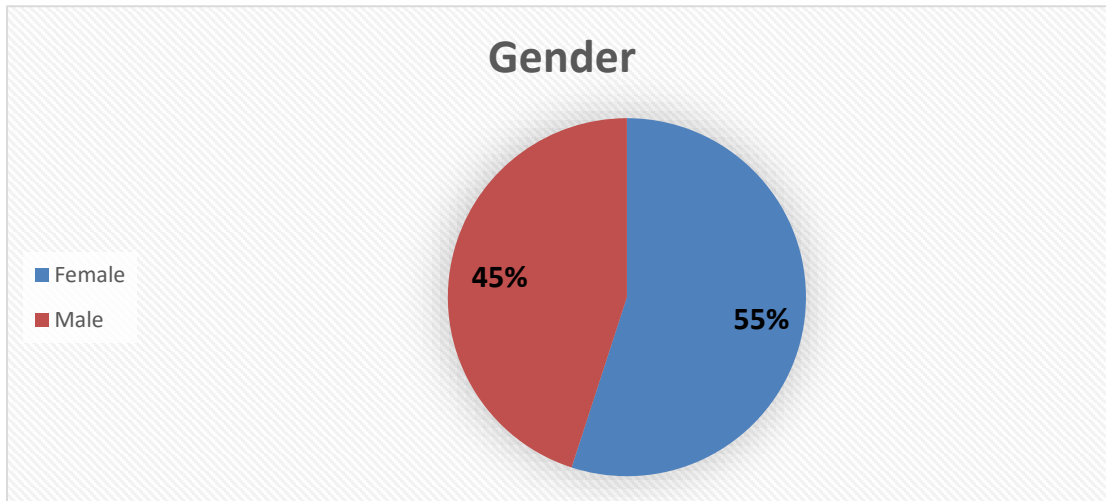
Figure 4.8: Respondents per gender [N = 40]

4.4.1.1 Student respondents per study level

The researcher also identified the levels of study per student respondent and the findings were as presented in Figure 4.9. The findings indicate that 45% (18) of the respondents were in their first year, 25% (10) were second years, and 20% (8) were in their third year while 10% (4) were doing their fourth year.
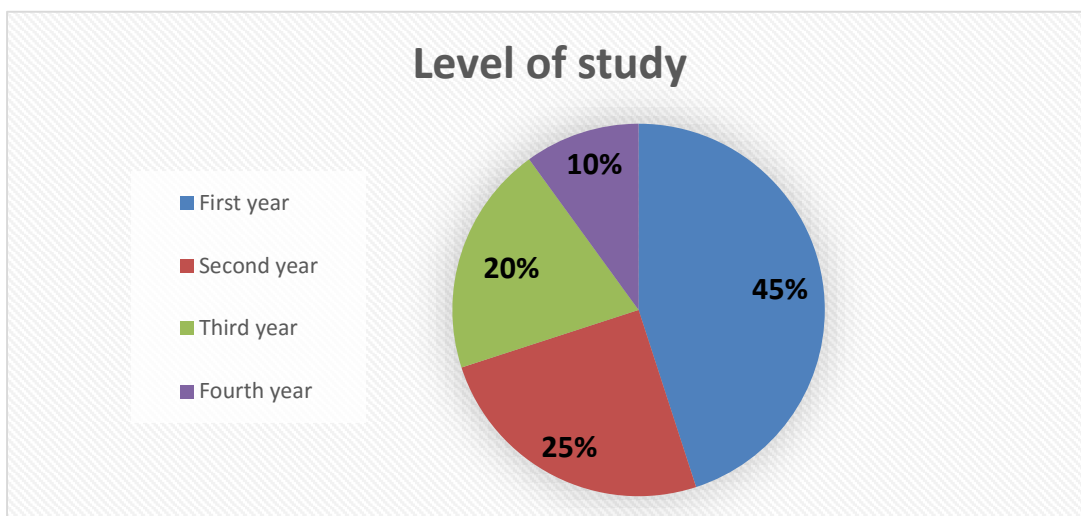
Figure 4.9: Student respondents per level of study [N = 40]

4.4.1.2 Student respondents per the qualification of study

The researcher identified the field of study per student respondent and the findings were as presented in Figure 4.10. The findings show that 40% (16) of the respondents were doing Bachelor of Commerce in Finance, 30% (12) Bachelor of Commerce in Law, 20% (8) were studying Information Technology Diploma, while 10% (4) were doing Bachelor of Commerce in Entrepreneurship and Innovation.
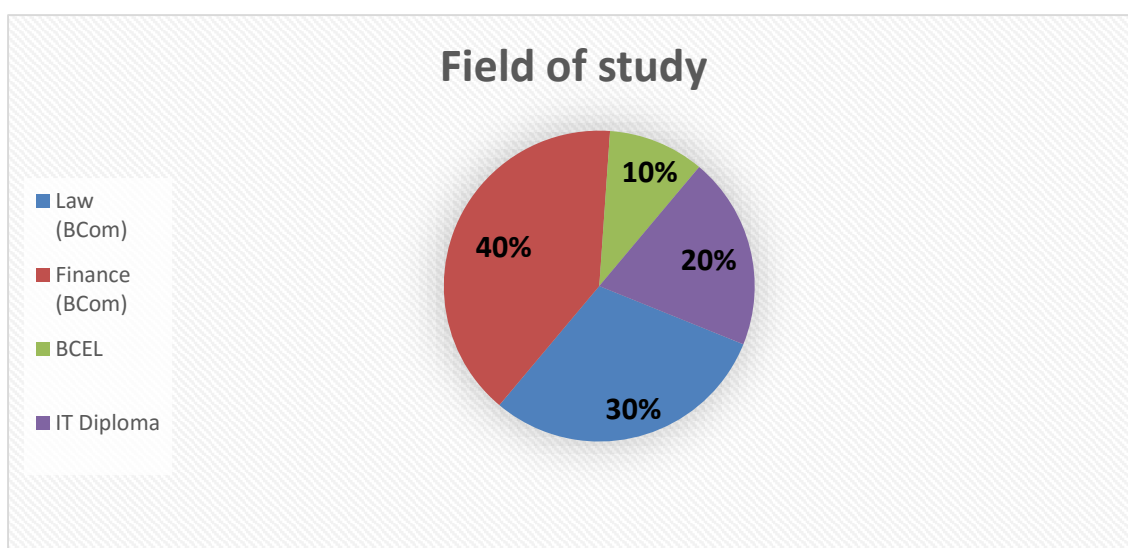
Figure 4.10: Respondents' fields of study [N = 40]

4.4.2 The nature of library marketing practice

The researcher asked students to indicate how they usually become aware of the services rendered in the library and the findings were as presented in Figure 4.11. The findings indicate that the Library App to mobile devices and the Library Facebook page were selected by 100% (40) of respondents, 50% (20) chose personal communication, 25% (10) selected notice boards, while reports and newsletters were each selected by 13% (5) of the respondents.
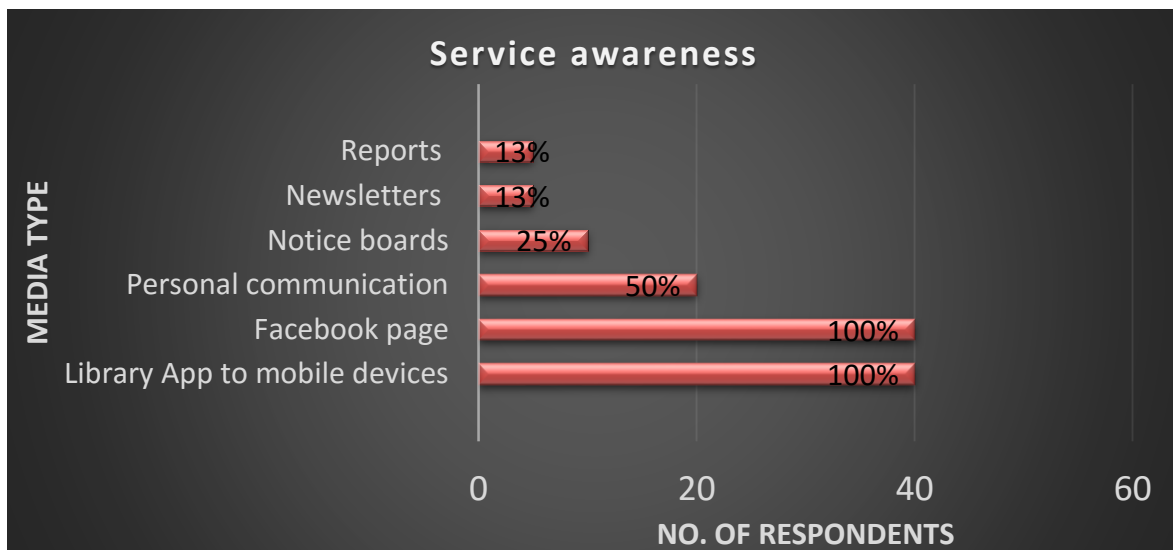
Figure 4.11: Awareness of the library and information service [N = 40]

4.4.3 Library user satisfaction

The researcher inquired if the library was user friendly and the findings were presented in Figure 4.12. The findings show that 80% (32) respondents agreed that their library was user-friendly, while 20% (8) pointed out that it was not user friendly.
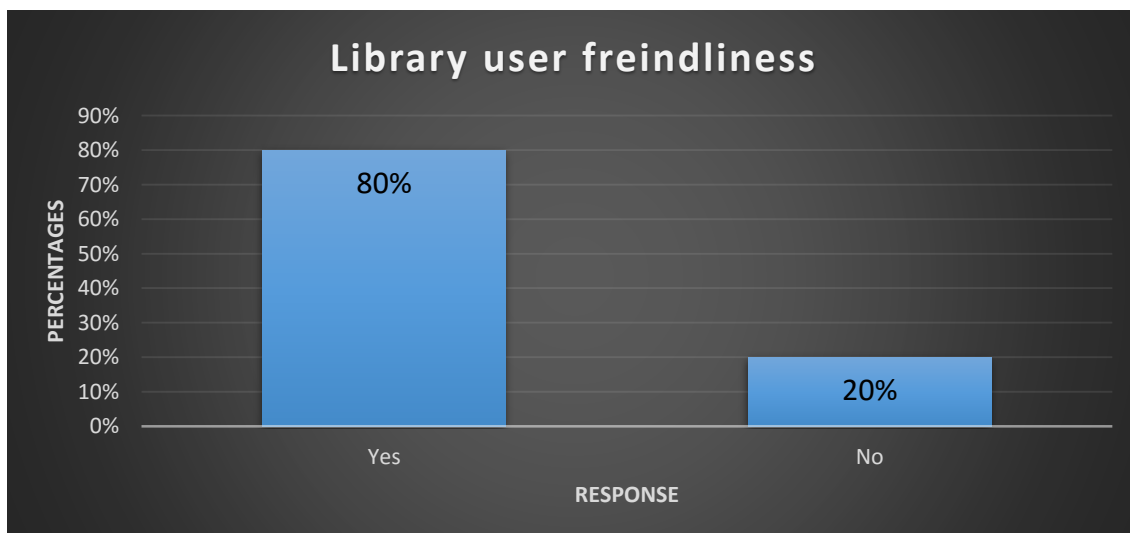
Figure 4.12: Library user-friendliness [N = 40]

4.4.3.1 User satisfaction with the library services

The researcher identified if the users were satisfied with the library services and the findings were presented in Figure 4.13. The findings show that 55% (22) respondents agreed that they were satisfied, while 20% (8) remained neutral, 15 % (6) totally agreed, 10% (4) disagreed while no one totally disagreed.
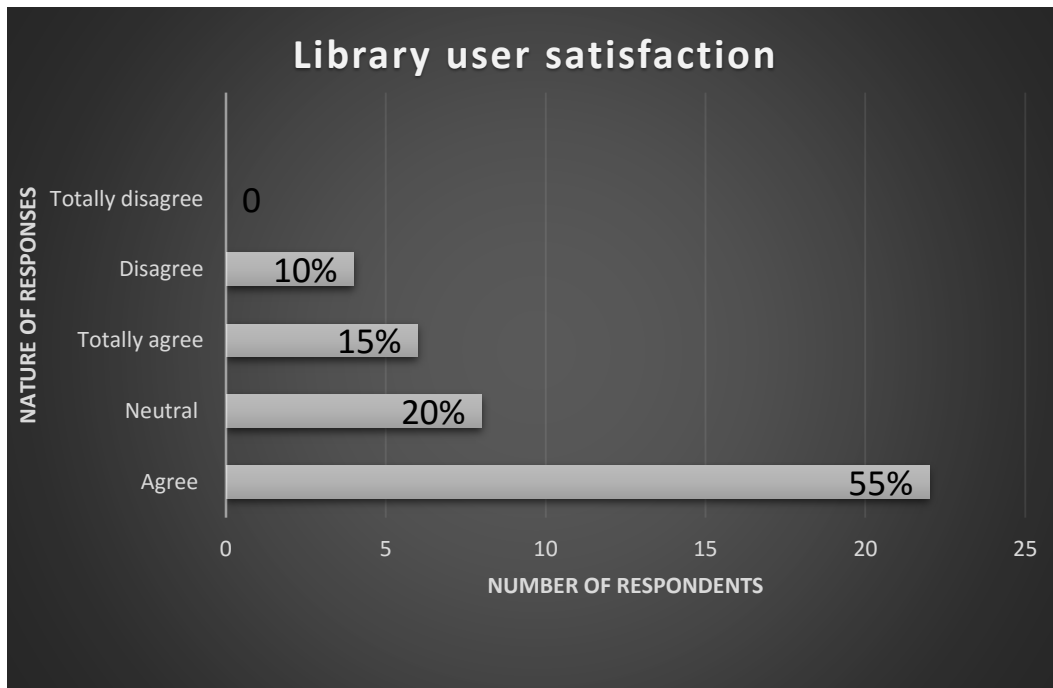
Figure 4.13: Library user satisfaction [N = 40]

4.4.3.2 Library services usage frequency

The researcher inquired about the usage frequency of library services and the findings were presented in Figure 4.14. The findings show that 85% (34) of the respondents indicated that they used Wi-Fi as many times as possible, 10% (4) said they used Wi-Fi once/twice per day, while 5% (2) maintained that they had never used Wi-Fi services. On periodical usage, 20% (8) indicated that they had never used periodicals services, while 40% (16) mentioned that they used the service once/twice per day and another 40% (16) pointed out that they used the same service as many times as possible. On reference services, 50% (20) respondents said they never used reference services, with 25% (10) indicated that they use the service once/twice per

day, while the other 25% (10) pointed out that they used the same service as many times as possible. Lastly, on circulation services, 25% (10) of the respondents said they never used circulation services, with 40% (16) saying that they used the service once/twice per day, while the other 35% (14) pointed out that they used the same service as many times as possible.
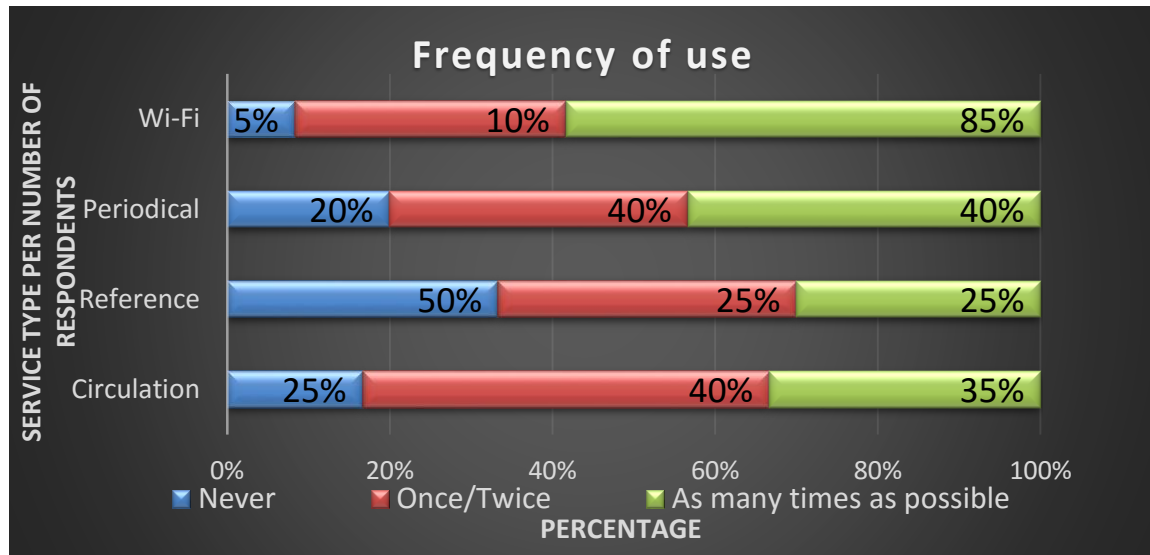
Figure 4.14: Library services usage frequency [N = 40]

4.4.3.3 Main reasons for visiting the library

The researcher identified that users consult the library for various reasons and the findings were presented in Figure 4.15. The findings show that 50% (20) of the respondents pointed out that they visited the library in need of information for their
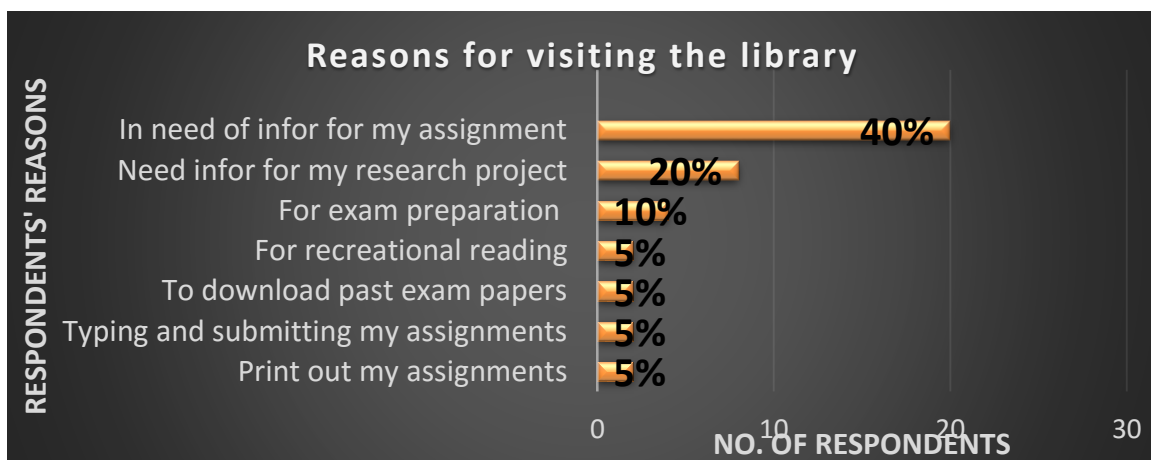
Figure 4.15: Reasons for library visits [N = 40]

assignments, 20% (8) said they visited the library when in need of information for their research projects, 10% (4) indicated that they would visit the library for examination preparation. Recreational reading, downloading past papers, printing typing and submitting assignments received 5% (2) responses each.

4.4.3.4 Finding information in the library

The researcher enquired if users were finding information in the library and the findings were presented in Figure 4.16. The findings show that 50% (20) of the respondents pointed out that they always found the information they needed in the library, 20% (8) said they never found the information they would be looking for in the library, while 30% (12) indicated that they sometimes found the information they would be looking for in the library.
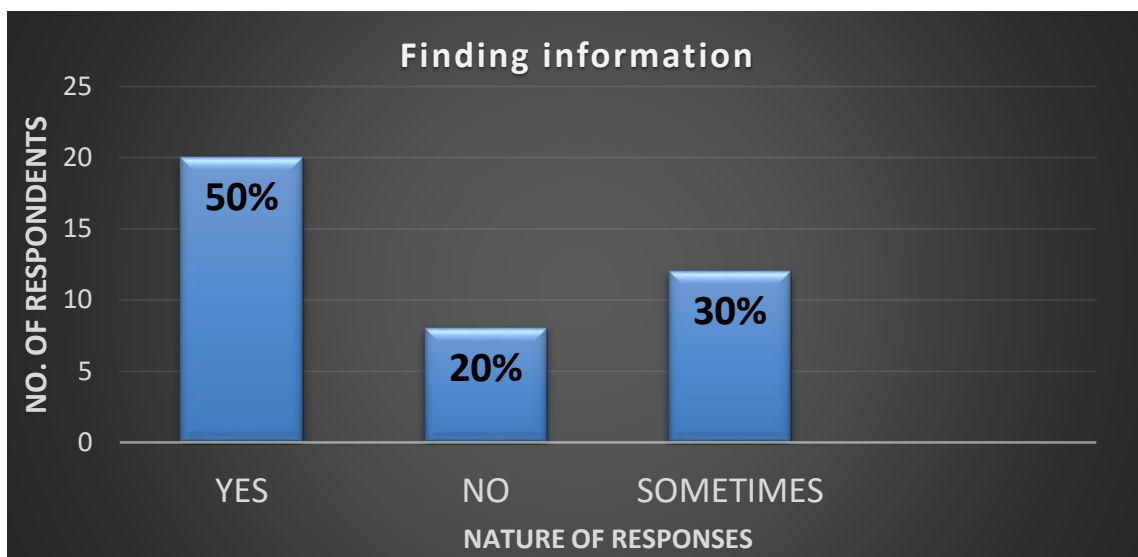
Figure 4.16: Finding information [N = 40]

4.4.3.5 Frequency of receiving library services communication

The researcher identified the users' frequency of receiving library services communication per semester and the findings were presented in Figure 4.17. The findings show that 50% (20) of the respondents pointed out that they received communication once per semester, 25% (10) said that they received it twice, while 10% (4) indicated that they received it three times and 15% (6) said they never received such communication.
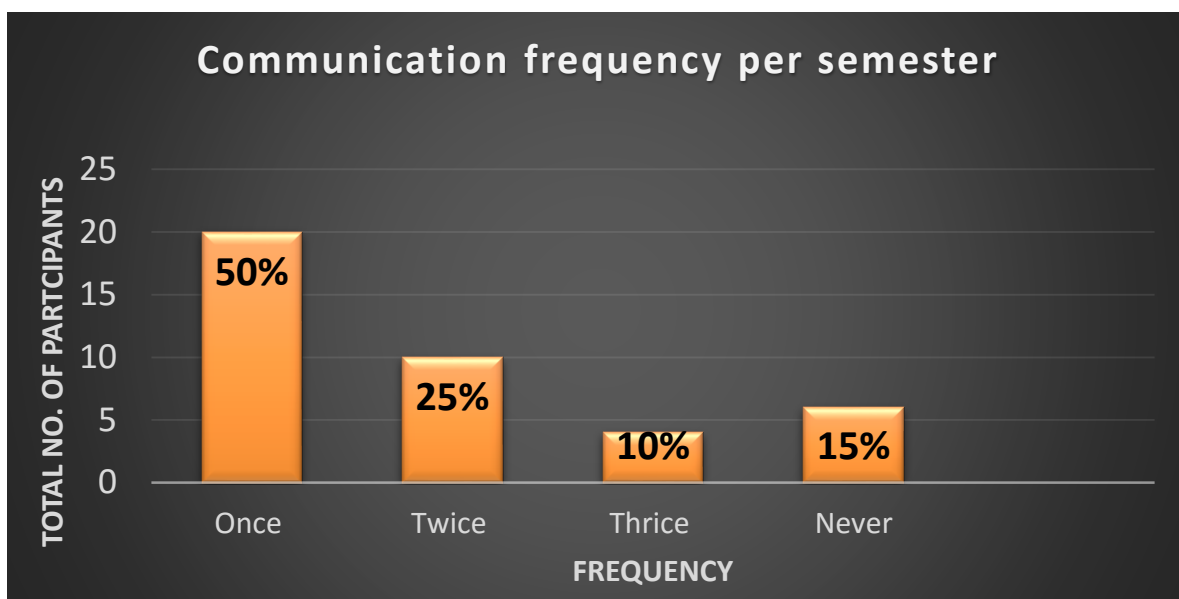
Figure 4.17: Library services communication frequency [N= 40]

4.4.3.6 Awareness of library services

The researcher identified the channels through which students became aware of library services and the findings were presented in Figure 4.18. The findings show that 95% (38) respondents pointed out they became aware of the library services via the library Facebook page. 90% (36) said they received communication via Lib App. 50% (20) indicated that they became aware through personal communication, 15% (6) via reports, 5% (2) through notice boards and the other 5% (2) said they received such communication through the newsletter.
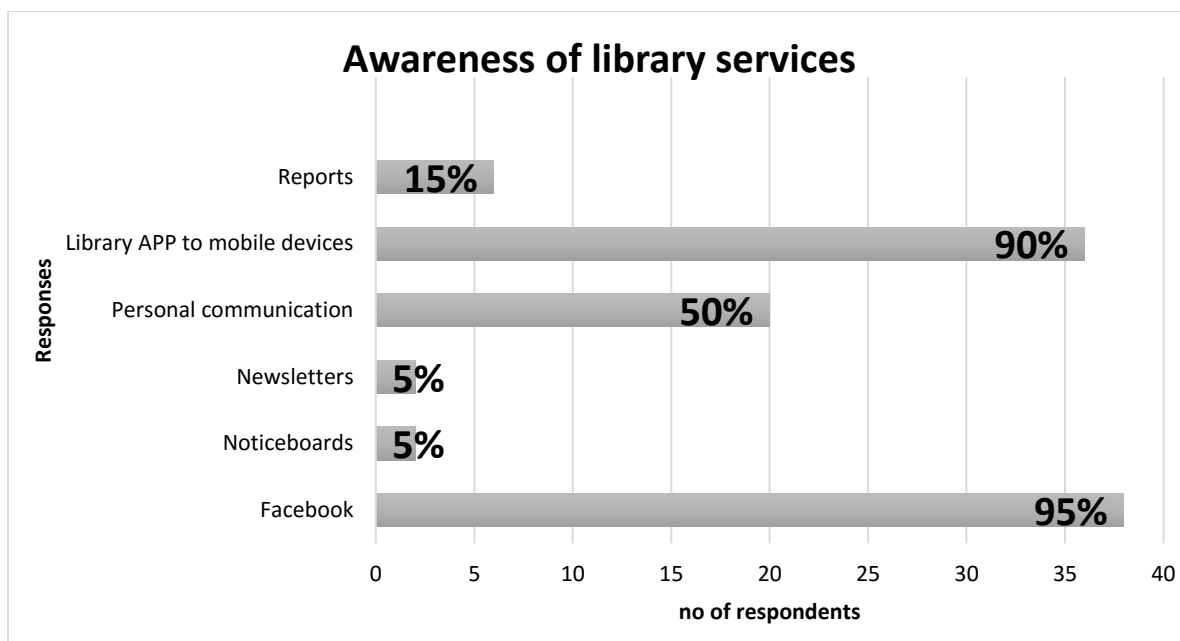
Figure 4.18: Library services awareness [N= 40]

4.4.4 Library user understanding of services

The researcher inquired about student respondents' understanding of the services and resources rendered by Campus A library and the findings were presented in Table 4.8. The findings of the study showed that 75% (30) of the respondents indicated that they had an understanding of the services and resources the library rendered, while 25% (10) indicated that they were not aware of the services and resources.

Table 4.8: Understanding of the services and resources rendered [N = 40]

Responses	Number of respondents	Percentages
Yes	30	75%
No	10	25%
TOTAL	40	100%

4.4.4.1 Understanding of circulation services

The researcher identified students' understanding of circulation services and the findings were presented in Table 4.9. The findings of the study were: 75% (30) of the

respondents indicated that they understood circulation services, 25% (10) indicated that they did not.

Table 4.9: Respondents' understanding of library circulation services [N = 40]

Responses	Number of respondents	Percentages
Yes	30	75%
No	10	25%
TOTAL	40	100%

4.4.4.2 Understanding of reference services

The researcher identified students' understanding of reference services and the findings were presented in Table 4.10. The findings of the study were: 50% (20) of the respondents indicated that they understood reference services, while the other 50% (20) indicated that they did not.

Table 4.10: Respondents' understanding of reference services

Responses	Number of respondents	Percentages
Yes	20	50%
No	20	50%
TOTAL	40	100%

4.4.4.3 Understanding of periodical services

The researcher identified students' understanding of periodical services and the findings were presented in Table 4.11. The findings of the study were: 80% (32) of the respondents indicated that they had an understanding of the periodical service, while 20% (8) indicated that they did not.

Table 4.11: Respondents' understanding of library periodical services [N = 40]

Responses	Number of respondents	Percentages
Yes	32	80%
No	8	20%
TOTAL	40	100%

4.4.4.4 Understanding of inter-library loan (ILL)

The researcher inquired about the students' understanding of inter-library services and the findings were presented in Table 4.12. The findings of the study showed that 80% (32) respondents indicated that they did not understand the inter-library loan service, whereas 20% (8) understood it.

Table 4.12: Respondents' understanding of inter-library loan services [N = 40]

Responses	Number of respondents	Percentages
Yes	8	20%
No	32	80%
TOTAL	40	100%

4.4.4.5 Understanding of photocopying service

The researcher identified the users' understanding of photocopying services and the findings were presented in Table 4.13. The findings of the study were: 95% (38) of the respondents pointed out that they understood the service, while 5% (2) pointed out that they did not.

Table 4.13: Respondents' understanding of photocopying   services [N = 40]

Responses	Number of respondents	Percentages
Yes	38	95%
No	2	5%
TOTAL	40	100%

4.4.4.6 Understanding of internet services

The researcher investigated the users' understanding of internet services and the findings were presented in Table 4.14. The findings of the study were: 95% (38) of the respondents indicated they understood the service, whereas 5% (2) pointed out that they did not.

Table 4.14: Respondents' understanding of internet services. [N = 40]

Responses	Number of respondents	Percentages
Yes	38	95%
No	2	5%
TOTAL	40	100%

4.4.4.7 Understanding of Wi-Fi services

The researcher inquired about the users' understanding of Wi-Fi services and the findings were presented in Table 4.15. The findings indicated that 36 (90%) of the respondents agreed that they had an understanding of the service, while 4 (10%) pointed out that they did not understand it.

Table 4.15: Respondents' understanding of Wi-Fi services. [N = 40]

Responses	Number of respondents	Percentages
Yes	36	90%
No	4	10%
TOTAL	40	100%

4.4.5 User education and training practices

The users were asked if they were aware of user education and training sessions on Campus A and the findings were presented in Figure 4.16. The findings showed that 75% (30) of the respondents pointed out they were of user education and training sessions on Campus A, but 15% (10) said they did not know about such sessions.

Table 4.16: Knowledge of user education and training sessions [N = 40]

Responses	**Number of respondents**	**Percentages**
Yes	30	75%
No	10	15%
TOTAL	40	100%

4.4.5.1 User education and training sessions conducted in the library

The researcher asked if user education and training sessions were conducted in the library and the findings were presented in Table 4.17. The findings of indicated that 75% (30) of the respondents pointed out that user education and training were conducted in the library, but 15% (10) said they were not aware of such sessions.

Table 4.17: Conducting education and training sessions [N = 40]

Responses	Number of respondents	Percentages
Yes	30	75%
No	10	15%
TOTAL	40	100%

4.4.5.2 Users' understanding of the purpose of user education and training sessions, based on their own experience

The respondents were asked about their understanding of the purpose of user education and training, and the findings were presented in Table 4.18.

Table 4.18 Purpose of user education and training [N = 40]

Purpose of user education and training sessions	No. of responses	Percentage
They are used to introduce us library users on how to use the library catalogue.	34	85%
They are used to educate us on how to find information materials.	30	75%
They are used to determine our library needs.	28	70%
They are used to share the library goals with us, students.	34	85%
They are used to provide us with skills in the usage of library resources.	28	70%
They are used to guide users on how to access articles and do research.	30	75%
They enable students to use library resources effectively.	34	85%

4.4.5.3 Library services communicated during the user education and training sessions

The researcher inquired about the library services which were introduced during the user education and training sessions and the findings are as presented in Table 4.19.

Table 4.19: Communicated Library services [N= 40]

Library services communicated during user education and training sessions	No. of responses	Percentage
The use of library catalogue (OPAC)	32	80%
Databases	34	85%
Printing	30	75%
Photocopying	34	85%
Turnitin	28	70%
Bibliometrics	30	75%
Referencing skills	32	80%

4.4.5.4 Education and training sessions in improving library usage

The respondents were asked to gauge the effectiveness of the user education and training sessions and the findings were presented in Figure 4.19. The findings showed that 75% (30) of the respondents indicated that they strongly agreed that the sessions were effective, 10% (4) pointed out that they agreed and another 10% (4) were neutral, while 5% (2) disagreed.
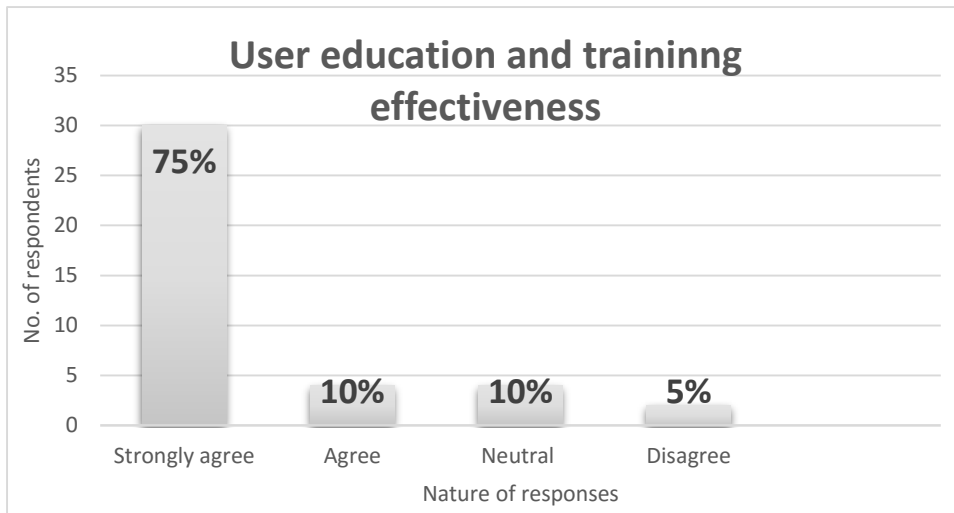
Figure 4.19: Effectiveness of user education and training [N = 40]

4.4.5.5 The role of user education and training in improving understanding the library services

The participants were asked to determine the extent to which user education and training sessions have improved their understanding of the rendered library services and the findings were presented in Figure 4.20. The findings showed that 75% (30) of the respondents indicated that they strongly agreed that the sessions contributed to their understanding of the rendered library services,10% (4) of respondents pointed that they agreed and another 10% (4) were neutral, while 5% (2) disagreed.
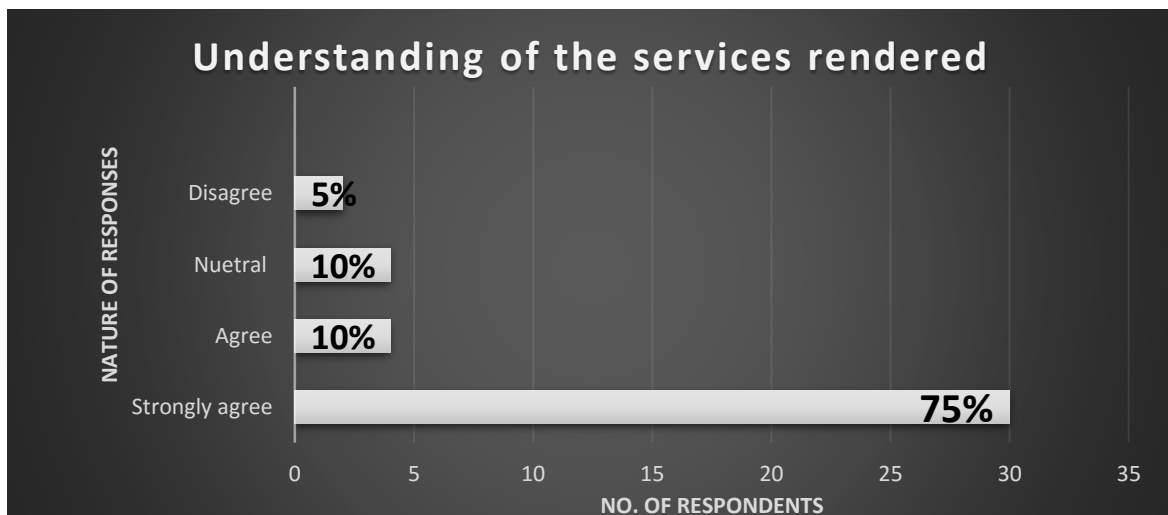
Figure 4.20: Understanding of services rendered [N = 40]

4.4.5.6 The role of user education and training in improving users' satisfaction with the library services on offer

The participants were asked to indicate if the user education and training sessions had improved the users' satisfaction with the services rendered by the library and the findings were presented in Figure 4.21. The findings revealed that 80% (32) of the respondents indicated that they strongly agreed that the sessions contributed to improving their satisfaction with the library services that were offered. 10% (4) of respondents pointed that they agreed, 5% (2) were neutral and another 5% (2) disagreed.
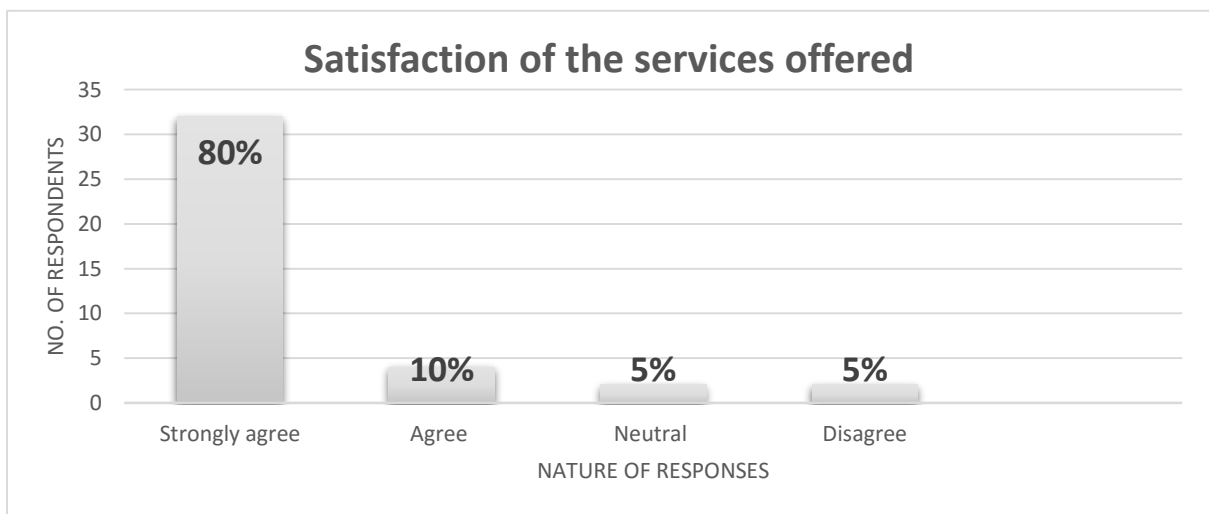
Figure 4.21: Satisfaction of the services offered [N = 40]

4.4.5.7 The role of user education and training in improving optimum library usage

The researcher asked the participants if the user education and training sessions improved optimum library usage and the findings were presented in Figure 4.22. The findings showed that 80% (32) of the respondents indicated that they strongly agreed that the sessions contributed to optimum usage of the offered library services by the users. 10% (4) of the respondents pointed out that they agreed, 5% (2) were neutral and another 5% (2) disagreed.
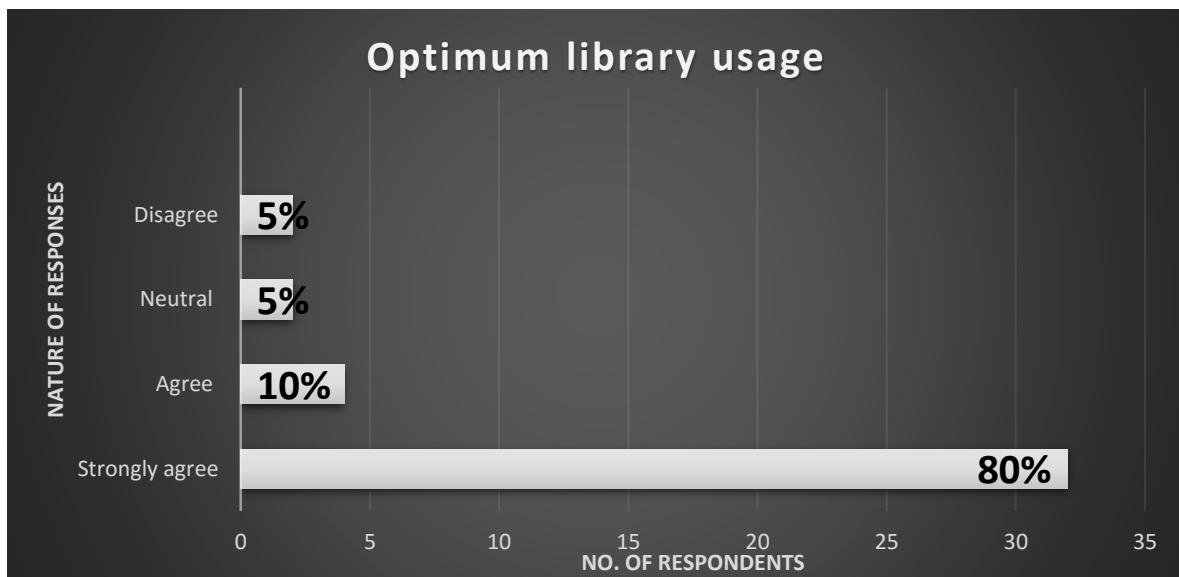
Figure 4.22: Improvement of optimum library usage [N = 40]

4.4.5.8 The contribution of user education and training sessions in improving library usage

The researcher inquired if the user education and training sessions contributed to improving library services usage and the findings were presented in Table 4.20. The findings showed that 75% (30) of the respondents indicated that the sessions helped to improve library usage, 25% (10) pointed out that they did not.

Table 4.20: Respondents' acknowledgement [N = 40]

Responses	Number of respondents	Percentages
Yes No	30 10	75% 25%
TOTAL	40	100%

4.4.5.9 The impact of user education and training on customer satisfaction

To find out if the user education and training sessions helped in improving user satisfaction of the library services, the respondents were to indicate their levels of satisfaction with either "yes", "no" or "tentative" and the findings were presented in

Table 4.21. 90% (36) of the respondents indicated that the sessions helped to improve their satisfaction, 10% (4) pointed out that they did not, while no one chose "tentative".

Table 4.21: Acknowledgement of satisfaction [N = 40

Responses	Number of respondents	Percentages
Yes	36	90%
No	4	10%
TOTAL	40	100%

4.5 Staff group interview data

This section presents data collected from staff using the group interviews.

4.5.1 The group interviews participants' profile

4.5.1.1 Participants per gender

The researcher categorised the respondents per gender. This was done to establish the extent of the gender balance among the participants. The female participants comprised 60% (3), while there were 40% (2) males. Table 4.22 illustrates the gender profile, as discussed above.

Table 4.22: Participants per gender (N = 5)

Responses	Number of respondents	Percentages
Female	3	60%
Male	2	40%
TOTAL	5	100%

4.5.1.2 Participants per qualifications

The researcher identified the interviewed staff participants' qualifications and the findings were as presented in Figure 4.23. Out of 100% (5) group interview participants, 20% (1) participant had a Postgraduate diploma, 60% (3) participants had Honours, while the other 20% (1) participant had a Masters' degree qualification.
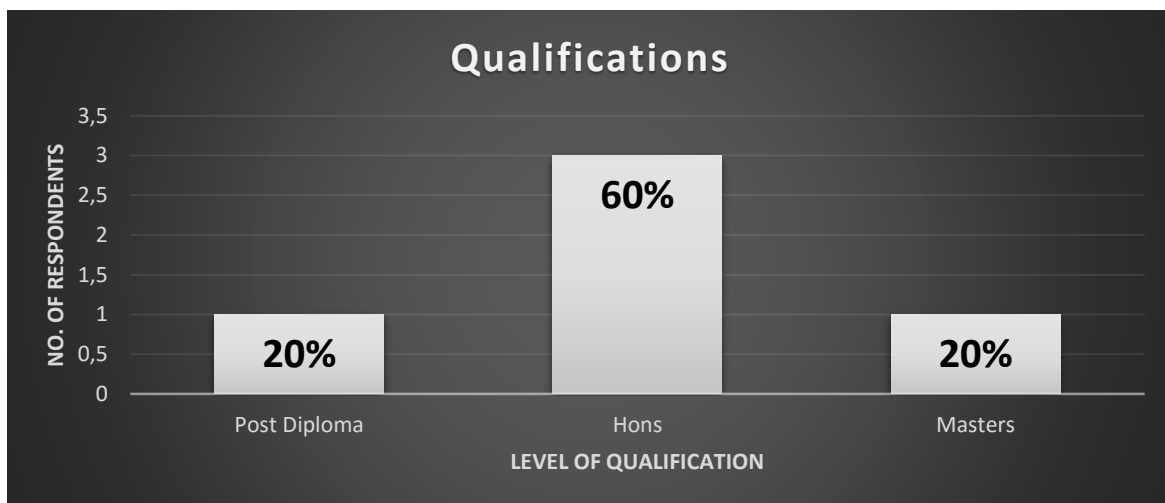
Figure 4.23: Group interview participants' qualifications (N = 5)

4.5.1.3 Participants per job position

The researcher identified the participants' job positions and the findings were as presented in Figure 4.24. Out of 100% (5) group interview participants, 20% (1) was a Network Administrator, 20% (1) was a Campus Librarian, 20% (1) was an Academic Development Coordinators, 20% (1) was a lecturer, 20% (1) was the Vice Principal Student Support.
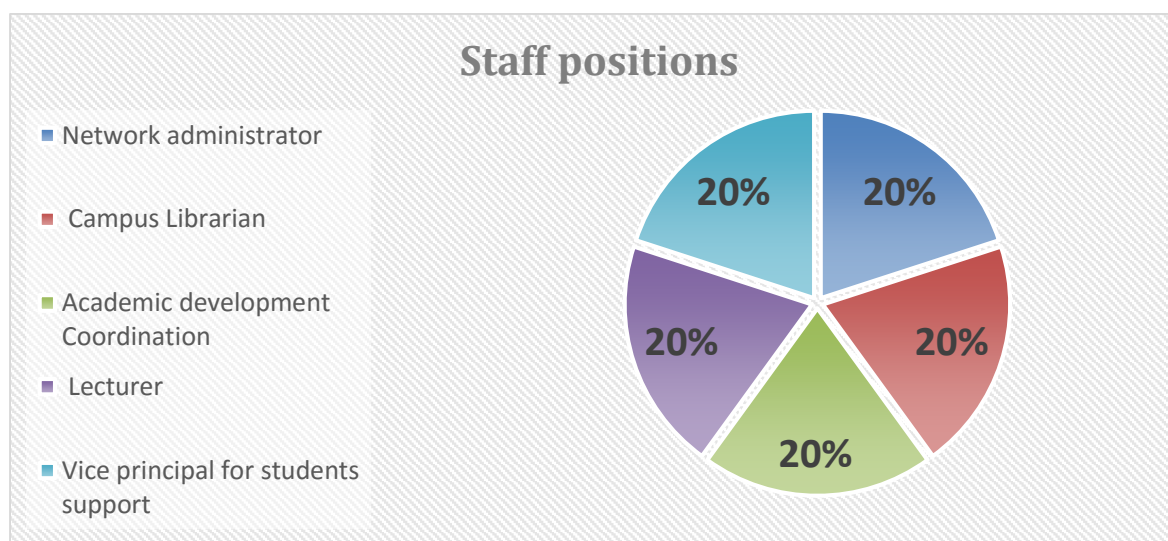
Figure 4.24: Participants per job positions (N = 5)

4.5.2 The nature of library marketing practice

The researcher sought information regarding the existence of a library marketing policy. The findings from 100% (5) staff interview participants were illustrated verbatim as shown in Table 4.23.

Table 4.23: Library marketing policy existence (N = 5)

Participants	Responses
P1	*"No, we do not have a separate library marketing policy."*
P2	*"Library marketing is done based on the marketing policy of the entire institution."*
P3	*"We do not have a library marketing policy."*
P4	*"I have no idea about that."*
P5	*"I am not sure, but I will verify for you."*

The researcher sought to establish information regarding how often the marketing policy was reviewed. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.24.

Table 4.24: Marketing policy review (N = 5)

Participants	Responses
P1	*"No idea about that."*
P2	*"Maybe twice a year."*
P3	*"I am not sure."*
P4	*"I have no idea about that, but will check."*
P5	*"It is reviewed as and when it is necessary."*

4.5.2.1 The importance of a marketing policy

The respondents provided information with regards to what they thought about the importance of a marketing policy in facilitating library marketing. The findings from

100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.25.

Table 4.25: The importance of a marketing policy (N = 5)

Participants	Responses
P1	"It is important because it helps to create an awareness of the library services available."
P2	"The marketing policy ultimately help in the optimum usage of library resources."
P3	"The marketing policy is a guide and action document which directs how marketing should be done."
P4	"It is a position document which set a precedence on when marketing should be done."
P5	"The marketing policy touches on budgetary issues hence it helps to keep track of funds."

4.5.2.2 The importance of incorporating library events in library marketing

The researcher asked the respondents what they thought about the importance of incorporating library events in library marketing. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.26.

Table 4.26: Incorporation of library events (N = 5)

Participants	Responses
P1	"To create an awareness of the important national and international library events which are commemorated by libraries at large, e.g. National library, Readathon etc."
P2	"It is a way of marketing the library services to the library community at the same honouring the library and information service."
P3	"To act as an advocate for the librarianship profession and the services the librarians offer to support teaching and learning on campus."
P4	"To encourage and purvey a reading culture in our library users especially during Readathon, and library week."
P5	"It is an organised way of marketing the library services based on national event themes of the year."

4.5.2.3 Usage of ICT tools/platforms in marketing library services

The researcher identified the information regarding Information Communication Technology (ICT) tools used to market library services. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.27.

Table 4.27: ICT tools used in library marketing (N = 5)

Participants	Responses
P1	*"Facebook."*
P2	*"Library webpage."*
P3	*"Campus billboard."*
P4	*"Powerpoint presentations."*
P5	*"Mobile phone applications."*

4.5.2.4 Library and information services marketing efficiency

The researcher asked how Campus A staff ensured that the marketing of library and information services was performed efficiently. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.28.

Table 4.28: Library marketing efficiency (N= 5)

Participants	Responses
P1	*"We mainly focus on the orientation and induction of first-year students."*
P2	*"We run refresher sessions with returning students."*
P3	*"We focus on specific events and themes as per the library calendar throughout the year to promote library services."*
P4	*"We conduct follow up surveys on the library users for feedback."*
P5	*"We check our library user patterns based on what type of questions are frequently asked at the library information desk."*

4.5.2.5 Challenges in marketing library and information services

The researcher inquired about the challenges in marketing library and information services. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.29.

*T*able 4.29: Challenges in marketing Library and information service (N = 5)

Participants	*Responses*
P1	*"Low attendance at marketing campaigns due to academic time table clashes."*
P2	*"Electronic marketing is too expensive though mostly preferred."*
P3	*"Lack of proper marketing skills, lack of a library marketing policy."*
P4	*"Inadequate staff capacity."*
P5	*Students are not interested in hard copy and traditional modes of marketing, like the noticeboard, displays and newsletters."*

4.5.2.6 Possible solutions regarding the negative state of library resources and services marketing challenges

The researcher sought information on the possible solutions towards addressing the challenges faced when marketing library and information services. The findings from 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.30.

Table 4.30: Possible solutions (N = 5)

Participants	Responses
P1	*"The library marketing events should be incorporated into the master timetable to avoid clashes with the academic lectures."*
P2	*"There should be a budget allocation set aside for library marketing."*
P3	*"Provision of marketing training to equip staff with the necessary library marketing skills."*
P4	*"Increase staff capacity to counteract time constraints. Specific key performance areas assigned to a staff member to focus on the marketing of the library."*
P5	*"There should be an independent library marketing policy which is separate from the main Institutional marketing policy."*

4.5.3 Library user usage and user satisfaction

The researcher asked the respondents to explain how the application of the 4Ps of marketing (product, price, place and promotion) can influence optimum library usage and customer satisfaction. The findings from the 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.31.

Table 4.31: The role of the 5Ps of the marketing mix (N = 5)

Participants	Responses
P1	The Products: "These are library services which must be marketed and known by the users to increase library user usage and user satisfaction."
P2	Price/Pricing: "In terms of library membership and services cost, should be affordable. Exorbitant library fees may be a hindrance to optimum library usage."
P3	Place: "To improve library usage and user satisfaction, the (place of service) i.e. the library itself needs to be a conducive environment for study with relevant sources. The library environment needs to be conducive and provide relevant and up to date resources."
P4	Promotion: "To improve library usage and user satisfaction, library promotion is vital, i.e. the dissemination of information to users about the available library services rendered. Library promotion makes the library itself visible and the available services known by users."
P5	People: "To improve library resource usage and user satisfaction, the librarians should be friendly and well trained in marketing. The limited marketing skills and unfavourable library environment may minimise the number of potential library users from using the library services."

4.5.4 Library marketing skills and competencies

The researcher obtained the information on the nature of library marketing training offered to librarians, who are responsible for the training, kind of training offered, the total percentage of trained staff. The findings from the 100% (5) interviewed staff participants were illustrated verbatim as shown in Table 4.32.

*T*able 4.32: Nature of library marketing training offered (N=5)

Participants	Responses
P1	*"The training for Campus A librarians is internally sourced."*
P2	*"Campus A marketing team is responsible for internal training."*
P3	*"The kind of marketing training offered to include presentation skills, public speaking, principles of marketing and how to market library services in general."*
P4	*"Total percentage of library staff trained so far is 50%."*
P5	*"With regards to library marketing, the staff responsible is capable and competent despite current challenges."*

4.6   Document analysis data

The researcher gathered data feedback from document analysis. Document analysis is a supplementary method, which the researcher used to confirm some of the gathered data. The researcher perused through and analysed some library training manuals and policy documents, portfolio files, vision and mission statements, and company webpage because they contain documented information related to the institution's marketing and user training policies. This was done to gather documented evidence on information regarding the existence of a marketing policy and user education and training programmes.

4.6.1   The nature of library marketing practice

Document analysis from the library policy document established that Campus A had a very exhaustive marketing plan document that covers all areas of the marketing and promotion, outreach, open day, policy document, marketing policy and strategy. It also highlighted the importance of aligning library marketing to the current 5Ps of marketing mix services.

4.6.2 Librarians' skills and competencies

The document analysis from the library webpage confirmed the need to continually train and re-skill librarians in modern library marketing trends to keep abreast and align with emerging marketing technologies. The library-training manual had a list of marketing-related skills and competencies recommended for librarians. These included presentation skills, an understanding of marketing mix theorems, and e-research skills. Furthermore, personal and interpersonal skills, communication, the establishment of rapport, flexibility, customer services skills, pedagogic knowledge, leadership skills and public speaking were also listed as important skills for effective library marketing.

4.6.3 User education and training practices

The document analysis from the library-training manual confirmed that the user education and training personnel were not outsourced and librarians were largely involved in educating and training users. The researcher learnt that the user education and training procedure manual was properly aligned to both the college's vision and the library mission and service objectives.

4.7 Summary

Chapter four presented the findings of the study, collected data using questionnaires from sampled staff members and students of Campus A. The other data were collected from senior staff members, using group interview, and documents analysis. Chapter 5 interprets and discusses the findings of the study based on the data presented in the current chapter. The interpretations and discussion were also conducted based on the objectives of the study.

CHAPTER 5

INTERPRETATION AND DISCUSSION OF THE FINDINGS OF THE STUDY

5.1 Introduction

The preceding chapter presented the findings of the study. This chapter interprets and discusses the findings of the study as presented in Chapter 4. The interpretation and discussion were guided by the objectives and questions of this study based on the data presented in Chapter 4 and the reviewed literature in Chapter 2. It is important to interpret and discuss the findings for the researcher to indicate how the current study supports or differs from what is already known from other similar studies (Neuman, 2011:177). This section served to provide answers to the research questions. This study was based on the five objectives listed in Chapter 1. The chapter was framed on the five objectives of the study listed below:

i) To determine the nature of library marketing conducted at Campus A.

ii) To establish the library users' satisfaction with the library services and resources.

iii) To find out the library users' understanding of the available services and resources in Campus A.

iv) To determine marketing skills and competency for librarians in Campus A.

v) To establish how user education and training can help to improve library usage and customer satisfaction.

5.2 The nature of library marketing

The first objective of the study was to determine the nature of library marketing conducted at Campus A. The literature reviewed in Chapter 2 stated that academic libraries ought to adopt strategic marketing policies to fulfil their user information needs and improve the usage of library resources (Garoufallou *et al.*, 2013:6). However, the research found that Campus A does not have a separate library marketing policy, but uses the entire marketing policy of the institution to guide their marketing activities. It was further established that the marketing policy is only revised as and when it is necessary to do so. Besides, librarians mainly conduct orientation and induction of first-year students, to ensure effective marketing of library and information services on

campus. Library marketing refresher sessions are also offered to the returning students. The literature reviewed highlights the importance of staff as a major factor for services provision (Ewers & Austen, 2004:10). Other than that, Campus A also makes use of programmes and themes like Readathon, Library Week and Open Access, as per the library calendar throughout the year to promote library services. Libraries have to choose appropriate programmes relating to product, price, promotion and distribution (also called marketing mix) and apply them in library marketing (Jestin & Parameswari, 2005:11). However, the major challenges faced when marketing library services were poor attendance by students, budget constraints, timetable clashes and low staff capacity.

Regarding the challenges above, the respondents identified several possible remedies. These include increasing library budget and staff capacity to counter time constraints, and alignment of specific Key Performance Areas (KPAs) assigned to a staff member to focus on the marketing of the library. To redress timetable clashes, both students and staff members indicated the need to incorporate the library training session into the main timetable.

5.2.1 Library marketing policy

The document analysis that was done by the researcher on the library policy manual also revealed that although all the interviewed participants unanimously indicated that "there was no library marketing policy", the institution's policy document had sub-policies that apply to library marketing. This is because when Campus A students' advisors went out to market the institution's academic programmes and services, library marketing is covered as part of Campus A's holistic marketing exercise. Nonetheless, there is a need to have a library-oriented marketing policy.

5.2.2 Library services marketed.

The reviewed literature stated that, unlike in the past, libraries were reluctant to market their services because they felt that marketing was a commercially biased function. However, today they embark on marketing to create an awareness of the available services and increase library resource usage (Kavulya, 2004:2). As such, the research established that Campus A library markets a variety of services. However, it has been gathered that although some of the services, like periodicals, photocopying, internet,

Wi-Fi, are well known by users, there are others which are not popular with users. These services include but are not limited to interlibrary services, where 80% of the users indicated that they were not aware of this service.

5.2.3 Media for marketing library and information service

According to the reviewed literature, an increasing number of online resources related to library marketing also emerged (Slebodnik, 2006). Facebook, the library web page, Apps and blogs were mentioned as some of the platforms used to market the library services. The majority of staff identified digital media platforms of marketing as the major media used. The survey shows that a huge number of the respondents were in favour of social media platforms such as Facebook, Library Apps and electronic billboards. However non-digital marketing platforms like displays, posters, newsletters and reports were less preferred by respondents. This suggests that Campus A needs to focus more on digital technology and less on traditional marketing platforms.

5.2.4 Awareness of the services rendered in the library

Reviewed literature attests that marketing is very important because it creates an awareness of new library services, improves the library image and attracts more users (Chandratre & Chandratre, 2013:4). According to De Rosa, *et al.* (2005:15), to improve library resources usage and customer satisfaction, librarians need to use marketing as a credible awareness creation tool on the available services in libraries. Just like staff respondents, the majority of students also identified digital media platforms of marketing such as Facebook, Library Apps and electronic billboards. The survey indicated that the majority of respondents were made aware of library services through Library Apps to mobile devices and the library Facebook page, while just a small number identified reports and newsletters as their media of choice. These findings show how digital technology is influencing library marketing.

5.2.5 Events used for marketing library and information services

The reviewed literature indicates that marketing should not be identified as a sales tool for libraries, but it must be used as a channel to understand user needs and improve awareness of appropriate services through successful communication (Duke & Tucker, 2007). Therefore, librarians need to identify strategic library events and

concepts, which can be used to market library services to users. Jestin and Parameswari (2005:11) concur by pointing out that information professionals must understand marketing concepts and approaches which can be used to introduce library services.

The survey indicated that the majority of respondents identified Orientation Week, Open Day, Library Week and World Book Day as the most popular and frequently used events for library marketing on campus, while Readathon, International Literacy Day and Open Access Week were not popular as marketing library services events. Therefore, there is need for Campus A staff to market the least known events to the library users.

5.2.6 Challenges in the marketing of library and information services

Computers and networking have greatly improved information storage, retrieval and dissemination. However, the reviewed literature indicates that information technology operational costs are very high, which many libraries, particularly in the developing world, cannot afford (Jestin & Parameswari, 2005:11).

The following are some of the identified challenges experienced when marketing library services for Campus A:

- Low attendance at marketing campaigns due to academic timetable clashes.
- Some students prefer electronic modes of library marketing, hence any marketing which does not have digital elements receives less attention.
- Students battle to access, evaluate, organise and manage information during user education and training sessions.
- Electronic marketing is too expensive, although most preferred.
- Library budget constraints: marketing is an expensive exercise, given an independent institution like Campus A, which is not subsidised by the government.

5.2.7 Solutions to the challenges faced in marketing library and information services

The researcher identified the possible remedies to the challenges faced when marketing library and information services. The findings from the staff questionnaire

indicate that there is a need for libraries to be self-sufficient and not wait for the government subsidy, especially for independent institutions of education like Campus A. The reviewed literature spells that government funding of libraries has been declining, hence, librarians have been forced to generate income, not only for acquiring state-of-the-art facilities but also for their survival (Jestin & Parameswari, 2005:11). The following need to be introduced to address the marketing challenges faced at Campus A, as recommended by the respondents:

- Marketing should be prioritised to create awareness of the available library services.
- Marketing should be done for both the old and the new services that the library offers.
- There should be an adequate budget allocation for library marketing.
- The library marketing events should be incorporated into the master timetable to avoid clashes with the academic lectures.
- Students need to be encouraged to update their new cell phones so that their respective class WhatsApp groups can be updated accordingly.
- There should be an independent library marketing policy which is separate from the main institution's marketing policy.

5.3 Library users' satisfaction

The second objective of the study was to determine the library users' satisfaction with the services offered at Campus A. The literature review indicates that customer satisfaction in libraries is a strong predictor in determining how user friendly the library environment is and this may help to boost library resource usage (Rowley, 2013), and it is, therefore a very important factor to consider when marketing libraries. According to Alcock (2011:54), customer satisfaction is an instrumental factor for predicting library growth and customer loyalty. This means that shifting from a 'satisfied' to a 'very satisfied' customer category takes high levels of customer satisfaction, thus, creating customer loyalty.

Emanating from the survey findings, just 60% of the student respondents were satisfied with the library services, while 40% expressed dissatisfaction. The main reasons for the dissatisfaction are as follows:

i)   the library was too noisy and not conducive for study,

ii)   unavailability of prescribed and recommended books,

iii) the library is often too full

iv)   there are too few computers for students to type or print their work.

Therefore, the management of Campus A needs to work on the identified weak areas so that they can improve library user satisfaction levels.

5.3.1   Library environment user-friendliness

Although the majority of respondents agreed that the library was user-friendly, Campus A staff has to work hard to find ways of creating a conducive environment for all library users. The more user-friendly the library environment is, the more it will attract more users. Unfavourable library conditions alone can work against improving library usage and customer satisfaction. Nonetheless, 80% of the respondents indicated that the library environment was user-friendly, while 20% disagreed. Some reasons attributed to the negative comments were that the library sitting space was too small hence, the place was always fully occupied. Some users also complained that the library was too noisy, thereby making it difficult for them to concentrate.

5.3.2   Library services usage

The study surveyed circulation, reference, Wi-Fi and periodicals services to find out how frequently Campus A students made use of them on daily basis. Among others, the research found that Wi-Fi proved to be the most used service, while reference and ILL services were the least used. This could suggest that reference and ILL services were not well-known by the respondents hence; the need to market these services more to create better awareness.

5.3.3   Visiting the library

Student respondents had various reasons for visiting the library. The majority of the respondents indicated that they visited the library in need of information for their assignments, research projects and examination preparation. While recreational reading, downloading past papers, printing assignments, typing and submitting assignments were cited by a small number of respondents as some of the reasons for visiting the library.

This shows that amongst the totality of library services offered, there are some which are major crowd pullers, while others like photocopying, printing and recreational reading are not that prominent or popular with library users. This may imply that some of the library users have printers and photocopiers at home hence; in that regard, they can do without Campus A facilities.

5.3.4 Finding information in the library

According to the survey report from student questionnaires, 50% of the users pointed out that they always found the information they needed in the library. On the same note, 30% indicated that they sometimes found the information, while 20% said they never found it. They pointed out that they often find all the prescribed books for their particular courses borrowed out to other learners. Basing on the respondents' feedback, there is a need for Campus A management to pay attention to library collection development policy to increase collection.

5.4 Understanding of library services

The third objective of this study was to establish the extent to which library users understood the library services at Campus A. The majority of the respondents indicated that they understood the rendered library services, which include: internet, Wi-Fi and circulation services, which scored 90%, 95% and 90% of positive responses, respectively. Conversely, 50% of the users indicated that they were not aware of reference services; similarly, the other 80% indicated that they were not aware of interlibrary loan services. Those who were not aware of the services indicated various reasons why they were not aware of them. Some indicated that reference and interlibrary loan services were never introduced to them hence; they were not aware of their availability in the library. Notably, there was a unique response whereby a user indicated that he/she did not use the library facilities hence; he/she did not know of such services. However, some library services like circulation proved to be popular among users.

5.4.1 Circulation services

The survey showed that although some student respondents were not aware of circulation services, 90% of the respondents indicated that they were aware of this

service. It is vital for Campus A personnel to make sure that they market this service to include those clients/users who were not aware of the circulation service on campus. Circulation service is the heart of the library and, therefore, a collection which is user-oriented is relevant to users' needs. Such a collection plays an important role in increasing library usage and customer satisfaction. However, some of the respondents who were not aware of circulation services stated that they did not know that such services were offered and they were never informed about them. One prominent response was when users said that they stopped using the library after they failed to find relevant materials for their courses. Therefore, there is a need to market the library services, like reference, which many users are not aware of.

5.4.2 Reference services

The findings reveal that only 50% of the users were aware of reference services, while the other half were not aware of the service. This suggests that there is a need for particular attention to be paid to marketing this service, as it shows that half of the users were not aware of its availability on campus. Some of the reasons why students were not aware of this service ranged from:

  i)   never used the library,
  ii)   never been told about the service,
  iii)   never attended the library training sessions.

5.4.3 Periodical services

The survey indicated that 80% of the respondents were aware of periodical services, while 20% was not aware of the service. Similarly, there is a need to market this service more to reach those who are not aware of its availability. There is a need for improved marketing, user education and training efforts to create awareness of such library services. This is because the respondents who were not aware of this service pointed out that they had never heard of the service or were not interested in it, while others said they were aware of it, but never used it to support their learning purposes. Notably, there is a need to market the interlibrary loan service more because the majority of users did not know about it.

5.4.4 Interlibrary loan

Unlike periodical services, the survey revealed that 80% of the respondents were not aware of interlibrary loan services, while 20% were aware of it. This suggests that interlibrary loan was the least known service on campus and, therefore, requires extensive marketing to the users. The major reasons why users were not aware of this service ranged from complete ignorance of the service, not using the library facilities and having no reason to use the particular service yet. Among other services, Interlibrary Loan (ILL) is the least known service on campus, hence the need to market it more vigorously during orientation and user education and training sessions. If marketed well, ILL has the potential to be as popular as the internet, Wi-Fi and photocopying services.

5.4.5 Photocopying services

The study reported that photocopying was the best-marketed service, with the majority (95%) of the respondents showing that they were aware of it. Only 5% of the respondents pointed out that they were not aware of the service. It is recommended that, despite the high awareness rate, Campus A management should ensure that all potential users are made aware of the availability of the photocopying service. The popularity of photocopying service is similar to that of internet service.

5.4.6 Internet services

As with photocopying services, 95% of the respondents indicated that they were aware of the availability of internet services. The 5% who were not aware of the service indicated that they did not use the library facilities due to limited availability of space and computers. A disproportionate resource to user ratio is an enormous obstacle to optimum library usage.

5.4.7 Wi-Fi services

The findings on this service showed that the majority (90%) of the respondents were aware of the service, while only 10% were not. More marketing efforts need to be carried to create awareness for those who were not aware of the service. Some of the reasons student respondents gave for not being aware of this service were:

    i)   they did not use the Wi-Fi service at Campus A,

    ii) they never attempted to use the service,

iii) they have not been able to access Wi-Fi the entire year.

In this regard, poor Wi-Fi coverage can frustrate the users and may impede both optimum library usage and customer satisfaction.

5.5   Library marketing skills and competencies

The researcher interpreted data based on the skills and knowledge relevant to the marketing of library resources and services. According to the reviewed literature, marketing was unpopular among library staff, yet it is an essential skill for the modern library functions (Alcock, 2011:16). According to Chandratre & Chandratre (2013:7), library personnel require professional marketing knowledge and skills for promoting information services and resources. Therefore, the survey indicated that, so far, 50% of the staff have been trained and attained these vital skills. The researcher identified the skills and knowledge relevant to the marketing of library resources and services. These include presentation skills, an understanding of marketing mix theorems, personal/interpersonal relations, communication, the establishment of rapport, flexibility, customer service skills, pedagogic knowledge, leadership skills and public speaking.

5.5.1   Importance of marketing skills

According to the reviewed literature, marketing skills are required to effectively promote library services like online versions of examination papers, and to create an awareness of the e-print archive of institutional research papers (Chandratre & Chandratre, 2013:7). The survey revealed that marketing skills were very important. Therefore, librarians need to be equipped with marketing skills, over and above the librarianship skills, they attained from library training schools.

5.6   User education and training

The fifth objective identified the role of user education and training in improving user satisfaction and resource usage. User education is vital because it involves the overall interaction of the user with the library. The literature reviewed attests that libraries should invest in continuous user education programmes to educate users on how to use library resources in better ways (Singh, 2010:7).

The survey revealed that user education and training improved users' satisfaction with the offered services. This was confirmed by the majority of the respondents. However, the respondents mentioned timetable clashes as one of the setbacks that prevented them from not attending such sessions. This shows that user education and training sessions improved users' appreciation of the library services.

5.6.1 Understanding of user education and training

The survey investigated if students understood what user education and training meant. The majority of the respondents (75%) demonstrated an understanding of the meaning of user education and training. The intention was to find out if students understood user education and training programmes as vehicles of library instruction for awareness creation and then train them on how to use library resources. The reviewed literature attests that there should be inclusive formal instruction and user education programmes for undergraduates, postgraduates and research scholars on library use and resources (Singh, 2010:4).

5.6.2 Library services covered during user education and training

The study identified the library services which were introduced during the user education and training sessions. The motivation for this was to find out if students could recall the library services which were introduced during the training sessions to verify, from the recipients' side of the story, if at all there were such services. Of course, the student respondents validated and tallied with the staff respondents on the same question. Among other library services that the majority of student respondents pointed out were: the use of library catalogue (OPAC), loans services, use of databases for effective research and information seeking, printing, photocopying and scanning services, Turnitin and the proper use of references, CV writing, presentation and interview skills.

5.6.3 User education and training in improving library usage and customer satisfaction.

 According to Senturk (2011:4), the major determinant of customer satisfaction provision is the awareness of the exact satisfaction elements from the customers' perspective. An effective user education programme educates library users, which

helps to improve library usage and customer satisfaction. Cotton and Sharron (2011:14) indicate that user education programmes assist library users to get a comprehensive view of the various library services that are offered to meet their information needs. The research identified the effectiveness of user education and training sessions. The findings from the majority of student respondents (85%) were a positive testimonial to the effectiveness of user education and training sessions in improving library usage and user satisfaction. Although user education and training sessions proved to be effective, there is still need for Campus A staff to find out how they can convince the neutral users and those who felt that the sessions were not that effective.

5.6.4 The role of user education and training in improving understanding of the library services

According to the literature reviewed, user education and training aim to increase library users' understanding, appreciation and utilisation of library services (Katuu, 2015:6). The survey identified and proved that user education and training sessions have indeed improved the users' understanding of the library services that are rendered. This shows that the majority of respondents (85%) agreed and appreciated the role played by the user education and training sessions that are conducted on campus. The survey identified that 20% of the users did not attend the sessions due to timetable clashes, among other reasons. Therefore, there is need for Campus A staff and management to rectify that challenge.

5.6.5 The role of education and training in improving library services users' satisfaction

The reviewed literature attests that user education and training programmes are important because they help to increase users' awareness and satisfaction with the library services (Katuu, 2015:8). The survey found out the extent to which the user education and training sessions have improved the users' satisfaction, regarding the library services rendered at Campus A. The majority of student respondents (75%) indicated that they strongly agreed and 10% agreed that the sessions contributed to their satisfaction with the library services that are offered. The other 10% was neutral while 5% disagreed.

Once again, many respondents have positively confirmed the positive role of user education and training in their satisfaction with the offered library services, despite some identified attendance challenges like timetable clashes.

5.6.6 The role of user education and training in improving library usage

The literature reviewed confirms that the provision of quality service by libraries, as service-oriented institutions, is a strategic element and significant determinant of optimum library usage in academic libraries (Senturk, 2011:6). The survey showed that user education and training sessions have helped to improve library usage. The majority of the respondents (75%) indicated that that the sessions contributed to optimum usage of the library services offered. Although the majority of respondents indicated that user education and training sessions contributed to improving their library usage, the library staff still need to look at 25% of respondents who disagreed to find out the reasons behind their dissatisfaction.

5.7 Summary

In summary, this chapter interpreted the findings of the study presented in chapter 4. Campus A faced several administrative and budget-related challenges. The challenges include but are not limited to, the lack of a separate marketing policy for the library, limited library budget and staff capacity. The users, notably student respondents, also lamented that the library is too noisy and has limited seating space, especially towards assignment submission periods. Another challenge that needs to be addressed is low attendance at marketing campaigns due to academic timetable clashes. The next chapter presents the summary, conclusion and recommendations of the study, which are discussed based on the objectives of the study.

CHAPTER 6
SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

The previous chapter interpreted and discussed the findings of the study. The interpretation and discussion were guided by the objectives of the study, because of the data presented in Chapter 4 and the literature reviewed in Chapter 2. Hence, this chapter provides a summary of the findings, conclusion and recommendations of the study. Both the conclusion and recommendations in this chapter were presented in sync with the problem statement and the study objectives discussed in Chapter 1. According to Kalusopa (2011:263), conclusions and recommendations should be guided by the following factors:

- conclusions and recommendations should be precise and relate to the findings;
- the researcher should not over-conclude, to avoid unnecessary and misguided conclusions and generalisations; and
- all research questions should be answered.

6.2   Summary of the findings

The summary of the study is presented based on the objectives of the study, as follows:

6.2.1   The nature of library marketing practice

- Campus A uses the library calendar to market its services. However, user education and training sessions were poorly attended due to timetable clashes. This is because the students chose to attend academic classes over the information literacy sessions.

- Campus A does not have a marketing policy for the library, but it uses the marketing policy for the entire institution to guide library marketing. Campus A makes use of the 5Ps of the marketing mix to market its library and information services.

- Campus A library uses ICT and social media in its marketing campaign, although an indication was made that electronic marketing was too expensive, considering the limited library budget.

- Campus A had a limited library budget and staff capacity.

- Campus A library is too noisy and there is limited seating space, especially towards assignment submission periods.

6.2.2 **The library users' satisfaction**

- Campus A library users were generally satisfied with the available services and resources, although various concerns were raised by the few users who were not satisfied.
- The concerns that were mentioned included: noisy library, slow Wi-Fi, failure to find some books since they are always out on loan.
- Some users indicated that they were not aware of some services like periodical and interlibrary loan services.
- This indicates that there is still more that needs to be done in terms of marketing to create awareness of all the services that are offered.

6.2.3 **Library users' understanding of services**

- Generally, the users showed an understanding of the services rendered by the campus, although some indicated that they were not aware of some services rendered by the library.

- The failure of the users to understand the services offered contributed to their dissatisfaction, hence the need to intensify the marketing of services and the provision of user education and training sessions.

6.2.4 **Library marketing skills and competencies**

- The study identified several skills and competencies which are relevant for one to be able to properly conduct library marketing, user education and training. These skills include, but are not limited to presentation skills: an understanding of marketing mix theorems, personal/interpersonal relations,

communication, the establishment of rapport, flexibility, customer services, pedagogic knowledge, leadership skills and public speaking.

- Over and above the identified marketing competencies, there is a need to first conduct a skills audit to verify which skills sets are lacking and which ones are not. This will help to provide informed training and re-skilling interventions.

6.2.5 **Library user education and training practices**

- The study found out that user education and training helped a lot in improving both library user resource usage and customer satisfaction.
- However, Campus A needs to address the identified challenges which limited attendance of training sessions. Library staff should also create a conducive environment for quiet study as a prerequisite for customer satisfaction and improved library usage.

6.3 Conclusion

This section provides conclusions based on the objectives of the study. "The report should conclude with the statement of what you have discovered about your subject matter and where future research might be directed" (Babbie, 2004:490).

6.3.1 Conclusion about the nature of library marketing practices

This section gives a conclusion about the nature of library marketing practices. To begin with, Campus A does not have a separate marketing policy for the library. Also, Campus A should invest more in emerging technologies like social media, mobile Apps and electronic billboards for marketing than using traditional methods of marketing like wall displays. The main drawback was that library users prefer electronic marketing channels, which are more appealing to them.

6.3.2 Conclusion about the library users' satisfaction

This section gives a conclusion about library users' satisfaction with the library services. Generally, the majority of users were satisfied with the rendered library services. However, some of them were not happy and they identified: high library noise

levels, limited study space, malfunctioning computers and failure to get the information they would be looking for in the library, as the major setbacks.

6.3.3 Conclusion about the library users' understanding of services

This section gives the conclusion about the library users' understanding of services. Most of the library users understood the available services and resources at Campus A. These services include internet, photocopying, Wi-Fi and circulation. This indicates that there is a need for particular attention to market the least known library services which some users were not aware of.

6.3.4 Conclusion about the library marketing skills and competencies

This section gives the conclusion about the library marketing skills and competencies that one needs to be able to effectively market library services. These include presentation skills, an understanding of marketing mix theorems, personal/ interpersonal relations, communication, the establishment of rapport, flexibility, customer service, pedagogic knowledge, leadership skills and public speaking. Furthermore, Campus A has so far trained 50% of its staff members. The training expertise is sourced from within the institution and the campus marketing team is responsible for training staff in marketing.

6.3.5 Conclusion about library user education and training practices

This section gives a conclusion about library user education and training practices. The library user education and training sessions were not properly planned and integrated because the sessions were not fully attended by all the potential users. For instance, poor attendance was attributed to timetable clashes between the sessions and the academic activities at the campus. The library users who managed to attend testified that the sessions were useful and educative, hence, those who did not attend were left behind in this regard.

6.4 Recommendations

This section provides recommendations to address issues that were raised and identified during the study. The recommendations are based on the objectives of the study.

6.4.1 Recommendations about the nature of library marketing practices

This section gives recommendations about the nature of library marketing practices. The study established that users are not fully aware of the available library services. With that in mind, the following recommendations were made:

- Campus A management should attend to timetable clashes by incorporating library marketing, user education and training sessions into the main academic timetable.
- Library management, together with the administrative officers, should attend to this obstacle to boost the attendance of library users to library marketing, user education and training sessions on campus. This is important because students always choose academic classes over library marketing, user education and training sessions.
- The institution needs to embrace the use of all the ICT platforms or social media that were identified by the respondents as their preferred method of marketing to market and cover a wider audience of library.
- Campus A management and staff should formulate and implement a library-oriented marketing policy.

6.4.2 Recommendations about the library users' satisfaction

This section gives recommendations about library users' satisfaction. Although 75% of library users were satisfied with the rendered library services, there is still a need to improve on various areas which some users were not satisfied with. As a result, the following recommendations are made:

- Campus A management needs to address the issue of malfunctioning computers and improve on marketing the library services it renders.
- There is a need for Campus A IT Support Department to fix the computers which are not working properly to improve library usage.
- Intensive marketing of the available resources should be embarked on to create an awareness of such services to the users.
- Creating awareness of available services and providing sufficient computers for student use may help to further improve customer satisfaction and optimum library usage.

- There is an urgent need to address the poor internet connectivity; the library budget needs to be increased to enable the purchase and upgrade of hardware and software tools.

- Funds should be availed to enable the library to purchase the latest IT hardware and software to keep up with new ICT upgrades. Slow internet connectivity can be addressed through increased bandwidth if the library budget is adequate.

- Besides, increased library budget can also enable the library to purchase more relevant and recent books per title. Apart from hard copies, enough funding will also make it possible for the library to subscribe to e-books and allied electronic journals, which facilitate usage by multiple users at one go, unlike hard copies.

- There is a need to expand the library space to create a secluded section dedicated to individual reading cubicles and group study units, as social interactions and group study are helpful aspects of student learning. Such an initiative will help to increase user capacity in the main library.

6.4.3 Recommendations about the library users' understanding of services

This section gives recommendations about library users' understanding of services. Most of the library users understood the services and resources available at Campus A. Although 90% of the library users confirmed their understanding of some library services like internet, photocopying, Wi-Fi and circulation, attention should be paid to the least known services which some users were not aware of. Given that, the following recommendations were made:

- There is a need for an improved marketing and awareness campaign to stimulate those respondents who lacked an understanding of the available services and resources. If such issues are addressed, this will ultimately lead to user satisfaction and optimum library usage.

- Some users indicated that they stopped using the library after they failed to find what they were looking for. Therefore, Campus A staff and management must review their collection development and make sure that the collection is relevant to the users' needs. This is a particular reference to users' responses when they were asked if they were able to find the information they needed in the

library. The majority (50%) of respondents answered in the affirmative, 30% said they sometimes got what they needed while 20% said they never found what they were looking for in the library.

6.4.4 Recommendations about the library marketing skills and competencies

This section gives recommendations about library marketing skills and competencies. Campus A management needs to make use of the marketing team to provide marketing training sessions. As such presentation skills, understanding of marketing mix theorems, personal/interpersonal relations, communication, the establishment of rapport, flexibility, customer services, pedagogic knowledge, leadership skills and public speaking were the main skills that were identified as suitable for one to be able to provide effective library marketing. Therefore, the following recommendations were made:

- There is a need for a skills audit, as a barometer to measure the current marketing, presentation, user education and training skills. This is vital as it will equip and re-skill the librarians with new and advanced library marketing and training competencies.
- To create an enabling environment for effective library marketing, user education and training, Campus A should embrace the use of all identified ICT platforms or social media to market library services and cover a wider audience of library users.

- Effective implementation of the above recommendations might help to improve library usage and customer satisfaction at Campus A. The continuous use of in-sourced trainers in marketing is commendable because outsourced trainers are expensive, thereby straining the existing budget.

6.4.5 Recommendations on library education and training practices

This section gives recommendations about library user education and training practices. The survey established that the library user education and training sessions were not properly planned and integrated because the sessions were not fully attended by library users. In view of that, the following recommendations were made:

- Since poor attendance was attributed to timetable clashes between the sessions and the academic activities at the campus, the researcher recommends that the user education and training sessions should be incorporated into the main academic timetable.

- Campus A staff should market both the old and new library services to all users.

- Campus A must continue using the library events calendar to market its library services as it is a commendable strategy of raising awareness of library events while, at the same time, marketing the library services.

6.4.6 Proposal for further research

The current study established that effective marketing, user education and training help to improve library users' satisfaction and optimum resources usage. Eventually, the study achieved its goal by identifying the shortcomings in library marketing, user education and training which hamper the users' satisfaction and maximum library usage. Ultimately, the study recommended possible solutions to each identified challenge. Several alternative solutions have been suggested based on the findings of the study presented in Chapter 4, including the development of library marketing policy guidance document, and the incorporation of the marketing, user education and training sessions into the main academic timetable to avoid clashes. The library budget, capacity building and support for marketing training sessions all need to be increased. The study also recommended that Campus A should invest more in electronic marketing and emerging technologies in library marketing to attract the attention of the IT-savvy modern library users.

This study was limited in terms of scope coverage and time and, therefore, focused on the nature of marketing, user education and training, skills and competencies, user satisfaction and understanding of available resources. Therefore, other future researchers may consider research that includes all three campus libraries of the Private Higher Education Institution (PHEI), for wider coverage, and invest in the librarians' marketing skills audit.

6.5 Conclusion for the study

This chapter concludes the findings of the study. It summarises the findings of the study and then draws conclusions based on the research findings and the reviewed literature in Chapter 2. Chapter 6 provided recommendations that, if properly applied, can help Campus A library to improve and boost its user satisfaction and resource usage. The major recommendations identified included: to incorporate the library marketing sessions into the main academic timetable, reduction of noise levels, library budget increase and skills audit to find out the librarians' levels of competency in marketing, user education and training skills. This is because the current low attendance at library marketing, user education and training sessions were attributed to timetable clashes. While the reluctance by some of the respondents to visit the library was due to disruptive discussions and failure to find relevant information from the available resources.

Moreover, Campus A library, with the help of Vice Principal Student Support (VPSS), should look at formulating a library-oriented marketing policy and ways of increasing the library budget allocation to improve library infrastructure development and related resources. The successful execution of marketing, user education and training sessions to library users depend on, amongst others, the presenter's competencies and skills in marketing and presentation, hence, the need for a skills audit. On the other hand, optimum library usage and customer satisfaction can be achieved, if the library is to be a conducive study environment with sufficient and relevant sources for users. Therefore, Campus A management should ensure that sufficient resources are provided to improve library resource usage and customer satisfaction.

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APPENDIX A: SURVEY QUESTIONNAIRE AND INTERVIEWS INFORMED CONSENT FORM

"Library and information resources usage and customer satisfaction in an accredited private higher education institution (PHEI),"

I am Ishewakatipa Muzvondiwa, a Masters student for Information Science at the University of South Africa (UNISA). I am conducting a research study on "Library and information resources usage and customer satisfaction in an accredited private higher education institution (PHEI) in South Africa,". The purpose of this study is to find out how library usage and customer satisfaction, may be improved with the application of appropriate library marketing, user education and training. The information obtained and the resultant recommendations could assist the private higher education institution (PHEI) in its decision-making for improvement of customer satisfaction and resource usage. Participation in this study is voluntary.

The information in this questionnaire/interview shall not be used for any other purposes other than for this study. You are not required to provide your name, and your identity will remain anonymous. The results of the study will be used to help answer unanswered questions concerning library marketing, library usage and user satisfaction at your Institution. You are requested to share your experiences, contribute to knowledge about library marketing, user education and training programs. It is on these bases that the researcher is requesting you, the study participant to give consent through this form for your participation in the study. Should you have any question or seek any clarity, feel free to ask the researcher at any time of your participation at ishewakatipa@gmail.com or 0782275161.

I hereby give consent for me to participate in this study and that the information I provide in the questionnaire and/or interviews will be used for the accomplishment of this research project. The information provided will be treated with a high degree of

confidentiality as stated in this consent form and will therefore remain anonymous. Please tick (□) or cross (X) the answer for the following question.

□ I need to receive a copy of the research report summary in completion of the study

YES □   NO □

Participant signature…………….   Date----------------

APPENDIX B: QUESTIONNAIRE FOR CAMPUS A STAFF MEMBERS

Dear participant

You are invited to participate in the survey about Library and information resources usage and customer satisfaction in an accredited private higher education institution (PHEI). This Masters in Information Science dissertation seeks to find out how library usage and customer satisfaction, may be improved with the application of appropriate library marketing, user education and training. I believe that answering this questionnaire honestly will contribute to the eventual improvement of the quality of services that the library provides to its users.

The questionnaire will take approximately 10- 15 minutes to complete. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. We need to learn your opinions. Your survey responses will be strictly confidential and will be used only for this study.

If you have questions at any time about the survey or the procedures, you may contact ishewakatipa@gmail.com at Cell: 0782275161 Office direct No: 016 910 3034

Instructions: Please select the appropriate answer or fill in the spaces where needed.

Section A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

Male	
Female	

2. Please indicate your highest qualification

Postgraduate diploma	
Honours	
Masters	
PhD.	
Other (Please specify)	

3. Please indicate the position you occupy

Librarian	
SRM	
IT Support	
Lecturer	
ADC	
VPSS	
Other	

4. How long have you worked for the Institution?

0-1 year	
1-3 years	
3-5 years	
More than 5 years	

SECTION B: THE NATURE OF LIBRARY MARKETING

1. What type of library services are marketed?

☐   Circulation services ☐   Reference services ☐   Periodical services ☐

Interlibrary loans   ☐   Research and database training services

If there is any other, besides the listed above, please state it below

----

----

2. Which marketing media is your library currently using for the marketing of information resources and services?

☐   Posters   ☐   Newsletters ☐   Reports

☐   Displays   ☐   Personal communication ☐   Library APP to mobile devices☐   Facebook

3. If there is any besides the listed above, please state it below

----

----

4. Do you use Library events to market your Library resources and information service?

YES	
NO	

4.1 If No, why are you not using Library events to market your Library resources and information service?

4.2 If yes, which Library events do you use for marketing your Library resources and information services?

☐ Library week   ☐ World book day ☐ Readathon week ☐ Open day

☐ International literacy day ☐ Orientation week,   ☐ Open access

4.3 If there is any besides the listed above, please state it below

----

----

5. Do you think it is necessary to use the Library events to market your Library resources and information service?

YES	
NO	

State the reasons to support your answers

----

6. Do you think that the current state of Library resources and service marketing is satisfactory?

YES	
NO	

State the reasons to support your answers

----

7. What challenges do you face when marketing Library and information service?

7.1. What do you think can be done to improve the state of library resources and service marketing?

----

8. Does Campus A have a library marketing policy?

YES	
NO	

If yes, is it functional and reliable to the library services and resources usage?

If no, what does the library use as a guideline for marketing?

8.1. How important do you think a marketing policy is?

Not important	
Important	
Extremely important	

State the reasons to support your answers

----

9. How often is the marketing policy revised, if available?

Annually	
Biennial	
Triennial	
As and when it's necessary	

9.1 Who is responsible for the library marketing policy formulation?

----

10. How do you ensure that the marketing of Library and information services is performed efficiently?

----

11. Does your library use ICT tools/platforms in marketing library resources and services?

YES	
NO	

11.1 If yes, which ICT tools/platforms does Campus A utilize to market library services?

----

12. **Many academic libraries have come to appreciate the contribution that the marketing mix theorems make in library marketing. Therefore, the effective application of these four marketing mix theorems at Campus A may help to improve user satisfaction and library usage. Please rate the following marketing mix theorems from 1 to 5, where 1- represents, strongly disagree, 2- Disagree, 3- Neutral, 4- Agree and 5 -Strongly agree. Therefore, depending on how much you agree or disagree on the contribution that the following marketing theorems make to improve user satisfaction and optimise library usage, please indicate by way of putting a number in the rating column, against each marketing mix theorem as shown below:**

a) The 5Ps of marketing mix below play an important role in marketing library services and contribute to **increasing library users' satisfaction.**

Marketing mix theorems	Description	Rating
Product/ Products or services of the general reference and information service departments, loans, research services,	To improve user satisfaction, library services offered at Campus A must be marketed and known by the users.	
Price/Pricing/ library membership and service cost	To improve library user satisfaction at Campus A, the cost of membership and services like photocopying, lamination and printing should not be too high for users.	

Place of service (the library)	To improve library user satisfaction, the library itself needs to be a conducive environment for study with sources that are sufficient and relevant to the users' needs.	
Promotion includes utilizing persuasive information about general information services	To improve library users' satisfaction, it is vital to disseminate information to Campus A users about the existence of library services.	
People	In order to effectively increase library users' satisfaction of the library services, the Librarians need to be trained and skilled in marketing.	

b) The 5Ps of marketing mix below play an important role in marketing library services and contribute to **increasing library resource usage.**

Marketing mix theorems	**Description**	**Rating**

Product/ Products or services of the general reference and information service departments, loans, research services,	To increase library resource usage, library services offered at Campus A must be marketed and known by the users.	
Price/Pricing	To increase library resource usage at Campus A, the cost of membership and services like photocopying, lamination and printing should not be too high for users.	
Place of service (the library)	The library needs to be a conducive environment for study with sources, which are sufficient and relevant to the users' needs.	
Promotion includes utilizing persuasive information about general information services	To increase library resource usage, it is vital to disseminate information to Campus A users about the existence of library services.	
People	To effectively increase library resource usage, the Librarians need to	

	create an awareness of the available services.	

12.1 How relevant are the 5 Ps of the marketing mix in improving resource usage?

Answer the following statements utilizing a tick on Very relevant, Somewhat relevant, or Relevant in an appropriate column below.

The 4Ps of marketing mix's degree of relevancy in improving library resource usage	RESPONSES		
	Very relevant	Somewhat relevant	Relevant
a) Product (library services)			
b) Promotion (communication)			
c) Place (library environment)			
d) Price (library costs/fees)			
e) People (Library staff)			

SECTION C: MARKETING SKILLS AND COMPETENCY FOR LIBRARIANS

13. Which skills and knowledge do you think are relevant for marketing the library and its services?--

14. How important is having marketing skills in terms of marketing in general?

Extremely important	**1**
Important	**2**
Not important	**3**
Not sure	**4**

15. Is the training for Campus A librarians internal or outsourced from outside by outsourced companies or institutions?

Internal	
Outsourced	

16. Please indicate who is responsible for the training accordingly under the appropriate alternative?

I) Internal training

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………

ii) Outsourced training

………………………………………………………………………………………………

………
………………

17. What kind of marketing training is offered, please give examples

----
----

18. Out of the total number of librarians present, what percentage of staff was trained,

19. How capable and competent is the staff concerning marketing, etc.

----

20. What are the challenges faced when marketing library services?

....
....
....

21. What are the possible remedies you can prescribe to redress these challenges?

....
....

22. Do you have any comments or suggestions?

....
....

APPENDIX C: **QUESTIONNAIRE FOR CAMPUS A STUDENTS**

I am Ishewakatipa Muzvondiwa, a Masters student for Information Science at the University of South Africa (UNISA). I am conducting a research study on "Library and information resources usage and customer satisfaction in an accredited private higher education institution (PHEI) in South Africa,". The purpose of this study is to find out how library usage and customer satisfaction, may be improved with the application of appropriate library marketing, user education and training. The information obtained and the resultant recommendations could assist the private higher education institution (PHEI) in its decision-making for improvement of customer satisfaction and resource usage. Participation in this study is voluntary.

The information in this questionnaire/interview shall not be used for any other purposes other than for this study. You are not required to provide your name, and your identity will remain anonymous. You are requested to share your experiences, contribute to knowledge about library marketing, user education and training programs. Should you have any question or seek any clarity, feel free to ask the researcher at any time of your participation at ishewakatipa@gmail.com or 0782275161.

I hereby give consent for me to participate in this study and that the information I provide in the questionnaire and/or interviews will be used for the accomplishment of this research project. The information provided will be confidential as stated in this consent form and you will therefore remain anonymous. Please tick (□) or cross (X) the answer for the following question.

I need to receive a copy of the research report summary in completion of the study

YES	
NO	

Participant signature……………   Date----------------

Guidelines for the questionnaire: Please select the appropriate answer or fill in the spaces where needed.

SECTION A: DEMOGRAPHIC INFORMATION

1. **Please indicate your gender**

Male	
Female	

2. Which level of study are you?

1st Year	
2nd Year	
3rd Year	
4th Year	
Other	

Please if you selected 'Other', state you which level you are below
…………………………………………………………………………..

3. Please state the course/field of study you are enrolled for.
………………………………………………………………………………

SECTION B: LIBRARY USERS' SATISFACTION WITH THE LIBRARY SERVICES AND RESOURCES

4. Do you find your Library user-friendly?

Yes	
No	

Please give reasons for your answer if you choose 'No'.

....

4.1 I am satisfied with the library services offered…Please tick the applicable box below:

Disagree	
Strongly agree	
Neutral	
Agree	

5. Library usage/visits frequency per day: How frequently do you use the following library services.

5.1 Circulation services (this is the service where library users borrow library material and return it after use).

Once	
Twice	
As many times as I can	
Never	

If you select 'Never' please provide a reason for your choice below:
…………………………………………………………………………………….

5.2 Reference service (where the library provides brief factual information that is updated regularly e.g. directories, almanacs, yearbooks, handbooks, manuals, and statistical sources)

Once	
Twice	
As many times as I can	
Never	

If you select 'Never' please provide a reason for your choice below:
…………………………………………………………………………………………….

5.3 Periodical service (where the library provides publications with a continuing title, which are issued at regular intervals. E.g. magazine, Journal, newsletter, and bulletin).

Once	
Twice	
As many times as I can	
Never	

If you select 'Never' please provide a reason for your choice below:
…………………………………………………………………………………………….

5.4 Wi-Fi services (where the library provides Wi-Fi connectivity service)

Once	
Twice	

As many times as I can	
Never	

If you select 'Never' please provide a reason for your choice below:
……………………………………………………………………………………….

6. What are your main reasons to usually visit the library?

Please a cross (X) against the response of your choice below:

STATEMENT	RESPONSE
Exam preparation	
Need information for my research	
Need information for the assignments	
For recreational reading	
For exam preparation	
Downloading past papers	
Print assignments	
Typing and submitting assignments	
Other	

If you select 'Other', please specify

………………………………………………………………………………………………

………………………………………………………………………………………………

7. How often have you as a student receive communication about library services offered on campus per semester?

Once	
Twice	
Thrice	
Never	
Other	

If you select 'Other', please specify

----

8. How do you usually become aware of library services?

 Please a cross (X) against the response of your choice below:

Library Facebook page	
Noticeboards	
Newsletters	
Personal communication	
Library APP to mobile devices	

Reports	
Other	

If you select 'Other', please specify---

SECTION D: USERS' UNDERSTANDING OF LIBRARY SERVICES AND RESOURCES

9. Do you know and understand services and resources rendered by your library

Yes	
No	

10. Answer the following statements utilizing a tick for Yes, No or Tentative (*if you are not sure)* in an appropriate column below.

STATEMENTS	RESPONSES		
	Yes	**No**	**Tentative**
f) I understand what circulation service is in the library- *(this is the service where users borrow library material materials and return them after use)*			

g) I understand what reference services entail in the library - *(where the library provides brief factual information that is updated regularly e.g. directories, almanacs, yearbooks, handbooks, manuals, and statistical sources)*			
h) I have an understanding of what periodical services entail in the library- *(where the library provides a publication with a continuing title, which is issued at regular intervals, eg. A magazine, journal, newsletter, and bulletin)*			
i) I understand how the inter-Library Loan facility operate - *(where the library staff borrow books from other Libraries for the user if those books are not available in their library collection)*			
j) I know how the photocopying service operate in the library- *(where library users can go and photocopies)*			
k) I do understand how to connect to the internet services in the library- *(where the library provides internet service)*			
l) I do understand how the library Wi-Fi services operate *(where*			

the library provides Wi-Fi connectivity service)	164		
m) User education and training sessions helped me to improve my library usage			
n) User education and training sessions helped me to improve my satisfaction with the library services			

SECTION E: USER EDUCATION AND TRAINING

11. Do you know about user education and training sessions on campus?

YES	
NO	

If yes, please explain your understanding

----

12. Have you been a recipient of user education and training sessions in the library before?

YES	
NO	

If yes, were these sessions important or not?

If not, what do you think can be done to make them happen?

In your opinion, what can be done to improve these sessions on campus?

Who is conducting these sessions?

----

13. Based on your own campus experience of the sessions you attended, what is your understanding of the purpose of user education and training sessions?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

14. How did user education and training help to improve the following:

a) Library usage

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

b) Your satisfaction as a library user

………………………………………………………………………………………………………

………………………………………………………………………………………………………...............

....

15. During user education and training sessions which aspects of library services were you trained on

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

16. Answer the following statements utilizing a tick to disagree, strongly agree, neutral, or agree in an appropriate column below.

STATEMENTS	RESPONSES			
	Disagree	Neutral	Agree	Strongly agree
a) User education and training are effective in my library.				
b) User education and training have increased my frequency to visit the library and use it more optimally.				
c) User education and training have contributed to my increased satisfaction with library services as a user				
d) I am now an independent library user because of library user education and training				
e) User education and training have helped in increasing my understanding of the library services rendered.				
f) User education and training has helped in increasing my optimum utilization of the library resources				

17. Do you have any comments or suggestions with regards to user education and training?

………………………………………………………………………………………

18. Do you always find books or materials you are looking for in the library?

Yes	
No	
Sometimes	

a. If No, (please select the relevant option)

 The library doesn't have the item ☐ All copies/titles are in use ☐

 There are not sufficient resources on the topic you are researching on ☐

19. Do you have any comments or suggestions?

....

....

Thank you for your participation

APPENDIX D: INTERVIEW GUIDE FOR STAFF MEMBERS

SECTION A: NATURE OF LIBRARY MARKETING,

1. Does Campus A have a library marketing policy?

1.1. How important do you think a marketing policy is?

2. How often is the marketing policy revised?

3. How do you ensure that the marketing of Library and information services are performed efficiently at Campus A Libraries?

4. Why do you think it is important to incorporate library events in library marketing?

5. Which ICT tools/platforms does Campus A utilize to market library services?

6. What are the challenges of marketing library services?

7. What are the possible remedies you can prescribe to redress these challenges?

8. The marketing mix can be divided into five variables of theorems commonly known as the 5 Ps:

Product: These are the library resources and information services offered by the library to its users/customers.

Price: The amount of money paid by the library users /customers to purchase the products e.g. library subscription fees, Wi-Fi services

Place (or distribution): Where do library users check to locate the library products and information services e.g. library web page.

Promotion: Which activities or platforms are used by the library to communicate the library products and information services to persuade its users/ customers to use the library optimally. e.g. library week, Readathon, open access.

People: These are human resources or library staff members involved in service marketing and the provision of user education sessions to users.

8.1 An effective marketing strategy combines the above 5Ps of the marketing mix theorems. How does the application of marketing mix theorems (place, people, price, promotion and people) in marketing library and information services help in increasing library user satisfaction?

8.2 How does the application of five marketing mix theorems (place, people, price, promotion and people) in marketing library and information services help in increasing library resource usage?

9. Given the current 5 marketing mix theorems below, please answer the following questions accordingly:

a Product: Which library information services are offered by the library to its users eg loan services, research services, interlibrary loans?

b. Price: In your own opinion, can you please explain how the amount of money paid by the library users to access the library services eg library subscription fees, Wi-Fi services can affect optimum library usage?

c. Place (or distribution): Where do library users check to locate the library products and information services e.g. on the library web page?

d. Promotion: Which activities does the library use to communicate the library products and information services to persuade users to use the library optimally. eg library week, Readathon, open access.

e. People or Librarians: Librarians are the main driving force towards the creation of library resources awareness, user education & training and the ultimate improvement of resource usage and customer satisfaction. Please comment on this statement.

10. What social media platforms do you use for marketing in the library?

11. How are these tools being applied to improve library and information resources usage and customer satisfaction?

12. What are the benefits of marketing in the library?

13. How often does library marketing occur at Campus A?

14. What kind of services are marketed in the library?

SECTION B: MARKETING SKILLS AND COMPETENCY

15. Which skills and knowledge are required for the marketing of the library resources and services?

16. Why is it important to have marketing skills?

17. How effective were the marketing skills training offered?

SECTION C: USER EDUCATION AND TRAINING

18. How do user education and training improve customer satisfaction?

19. How do user education and training improve library resource usage?

Thank you.

APPENDIX E: UNISA Ethical clearance letter

UNISA | university of south africa

DEPARTMENT OF INFORMATION SCIENCE ETHICS REVIEW COMMITTEE

24 May 2019

Dear Ishewakatipa Muzvondiwa

DIS Registration #: Rec-240519
References #: 2019-DIS-0016
Name: I Muzvondiwa
Student #: 42123852

Decision:

Ethics Approval from 24 May 2019 to 24 May 2024

_____

Researcher(s): Ishewakatipa Muzvondiwa
        42123852@mylife.unisa.ac.za
        016 910 3034

Supervisor(s): Prof C Okello-Obura
        obura2007@gmail.com
        +256 772 590 827
&
        Dr N Marutha
        emarutns@unisa.ac.za
        012 429 6709

Library and information resource usage and customer satisfaction improvement through marketing; user education and training at an accredited private higher education institution (PHEI) in Pretoria.

Qualifications: Masters Study

_____

Thank you for the application for research ethics clearance by the Unisa Department of Information Science Research Ethics Committee for the above-mentioned research. Ethics approval is granted for five years.

The *low risk application* was reviewed and expedited by the Department of Information Science Research Ethics Committee on 24 May 2019 in compliance with the Unisa Policy on Research Ethics and the Standards Operating Procedure on Research Ethics Risk Assessment. The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy of Research Ethics.

2. Any adverse circumstances arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of Information Science Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards the protection of participants' privacy and the confidentiality of the data should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no. 4 of 2013; Children's Act no. 38 of 2005 and the National Health Act, no. 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date of **24 May 2024**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019-DIS-0016** should be clearly indicated on all forms of communication with the intended research participants, as well as the Committee.*

Yours sincerely

Dr Isabel Schellnack-Kelly
Department of Information Science: Ethics Committee

APPENDIX F: PERMISSION TO CONDUCT THE STUDY

Request for research to be conducted on one of our site/s

Hidden company details!

REQUEST FOR RESEARCH TO BE CONDUCTED ON AN IIE SITE/S

The IIE has evaluated your proposed research based on the information provided and your institutional approval. This approval is based on the assumption that the information you have provided is true and factually correct. The outcome is as follows:

1.   Identifying information

Name:	Ishewakatipa
Surname:	Muzvondiwa
Student number:	42123852
Institution where registered:	University of South Africa
Qualification:	Master of Information Sciences
Year in which you would like to conduct research:	2016
Year in which you aim to graduate:	2017

2.   Supervisor's Name and Contact Details

Name and surname and designation:	Supervisor: Prof C. Okello-Obura obura2007@gmail.com C-Supervisor: Dr. N. Saurombe
Contact telephone number:	Not provided 012 429 8041
Contact e-mail address:	Not provided mnkennp@unisa.ac.za

3. Title of the Research

Marketing of Library and Information Services at a Higher Education (HE) Provider in Pretoria

Request for research to be conducted on one of our site/s

Dear Mr Muzvondiwa

Thank you very much for your application to conduct research at a site/s of The Independent Institute of Education (The IIE). As the Research and Development Manager of the IIE and on behalf of the Postgraduate and Research Committee, your application for your research entitled:

Marketing of Library and Information Services at a Higher Education (HE) Provider in Pretoria

I am pleased to inform you that you have been **granted permission with conditions.**

Please see the conditions of the approval accompanying this letter.

All the best with your research project.

Yours sincerely,

Marla Koonin
Research and Development Manager

The Independent Institute of Education
+27 11 676 8021

RESEARCHER

Name: *Muzvondiwa I*

Signature:

Date: 17 Aug 2016

By signing this letter I acknowledge that I have read and understood the conditions and that I may not deviate from the proposal submitted without a further application for consent.

Proposal is provisionally approved subject to the following conditions:	Yes
Date of Approval	01/08/2016

CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

1. **Please note:** The panel has **not** considered the merits or accuracy of the proposal from a literary or methodological perspective as that is up to the institution and its ethical committee that you are registered with. The only merits examined are the use of The IIE as a sample.
2. The researcher will only use this data for research purposes.
3. The researcher will not be permitted to refer to The IIE/brands or use The IIE/brands name, logo, brand or any other identifiers in any way. The IIE/brand need to be referred to in a generic manner, for example 'An HE provider, an educational brand of an HE provider'.
4. Based on point 3 the questionnaire needs to be changed as it uses Varsity Colleges name and may **not** do so.
5. No person's names may be used within the research.
6. This must be entirely voluntary.
7. The researcher will need to obtain informed consent in writing from all of the participants in his/ her sample only if the participant is known and is not an anonymous interview process so as to ensure the ethical treatment of all participants. If the participants are unknown and thus not identifiable our participant consent form does not have to be completed as that would break anonymity and by participating voluntarily they will be agreeing.
8. Records of the participant consent forms must be kept for a minimum of 5 years.
9. Before the final version is submitted for marking the documentation that is relevant to The IIE (questionnaires) must be signed off by Victoria Newport – Gwilt (VC) and Brenda van Wyk (IIE Head Librarian)
10. Any publications utilising this data will need to be approved by The IIE.
11. The researcher will need to sign and return this annexure to vnewport-gwilt@varsitycollege.co.za

Request for research to be conducted on one of our site/s

The Independent Institute of Education Pty Ltd, its associated companies, employees, contractors, representatives and directors, against all claims which may arise in connection with or as a result of any loss, damage or injury to you as a researcher entering into an agreement with a participant in the course of your research, provided that such loss, damage or injury is caused by the gross negligence or intentional act/s or omission/s of The Independent of Institute Education Pty Ltd, its associated companies, employees, contractors, representatives and directors.

APPENDIX G: LANGUAGE EDITING CERTIFICATE

ACKNOWLEDGEMENT OF LANGUAGE EDITING

Date: 2 December 2019

Name of Client: Ishewakatipa Muzvondiwa

This is to certify that language editing has been carried out on the following article/dissertation/thesis

Title of article/dissertation/thesis: Library Marketing to Enhance Information Resources Usage and Customer Satisfaction in the Private Higher Education Institution in Pretoria, South Africa

Language editing was carried out to appropriate academic standards, including syntax, grammar and style.

Edmore Mutekwe PhD (UJ), M.Ed (UZ), MBA (NUST),

B.Ed (UZ), Cert Ed (UZ), Dip. Pers. Man (IPMZ)

Rodwell Chindomu PGDHE (IIE), B.Ed. (English) (UZ), Dip Ed (UZ), DICJO (CCOSA), TEFL (Trines Tesol)

Edmore Mutekwe   **Rodwell Chindomu**

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                                                      chindomurn@gmail.com

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Signature: *EMutekwe*   *RChindomu*
Professor of Educational Sociology   **English Lecturer**