FACULTY OF ARTS

DEPARTMENT OF INFORMATION STUDIES

MARKETING OF ELECTRONIC RESOURCES AS A TOOL FOR
INFORMATION SERVICE DELIVERY AND ACCESS AT THE
UNIVERSITY OF ZULULAND

BY

PATISWA ZIBANI

STUDENT NO: 201001620

A dissertation submitted in partial fulfillment of the requirements for the
award of

DEGREE OF MASTERS IN INFORMATION SCIENCE

At the

UNIVERSITY OF ZULULAND

SUPERVISOR: PROF. T. KALUSOPA

2017
DECLARATION

I declare that Marketing of electronic resources as a tool for information service delivery and access at the University of Zululand” is my own work. All the sources used and quoted in the text have been acknowledged through proper referencing and are indicated in the list of references

Patiswa Zibani

Student Number: 201001620

APPROVAL

Signature

Supervisor

Prof. Trywell Kalusopa
Department of Information Studies
University of Zululand
DEDICATION

This study is dedicated to my late father, Mbulelo Gamata (06 March 1953 - 8 April 2015), and my younger sister, Asanda Gamata 7 July 1983 – 7 August 2016), who passed on while I was busy with this thesis.

May Their Souls Rest in Peace.
ACKNOWLEDGEMENTS

I would like to thank my supervisor, Prof. T. Kalusopa, for his guidance and support in the course of this study.

I would also like to thank: Zethu Maseko, Thabang Ramolefo and Nompumelelo Mahlangu, for helping me during data collection and data analysis. I also thank my former colleagues at the University of Zululand library for their support and assistance from time to time.

I am grateful to my parents who taught me the value of education and perseverance as well as my siblings for the support given.

My gratitude also goes to my beloved children Okuhle Zibani and Wandile Zibani, for the time they had to suffer and stay without me because of my studies. My deepest thanks to you for your patience, encouragement and understanding.

Lastly, I thank the Lord God Almighty for giving me the wisdom and strength to strive for success.
SUMMARY OF THE STUDY

This study investigates the marketing of electronic resources as a tool for information delivery and access at the University of Zululand (UNIZULU). A high degree of adaptable, well designed marketing ethos in the way the UNIZULU library delivers its e-resources offerings is examined. In that regard, the techniques and tools employed for marketing e-resources at the UNIZULU library are explored. The study also assesses access, usage, delivery channels and user awareness towards e-resources.

The targeted sample totaled 100 Masters and Doctoral students who were on campus and who used the library services constantly, and six information librarians. Of these 100, only 71 responded, representing a 71% response rate. The study was largely a quantitative research and adopted a survey research design and used two forms of data collection techniques - structured questionnaires and interviews. The findings of the study revealed that postgraduate students were aware of e-resources provided by the library. There was a continuous and fair use of e-resources by the targeted group. The study also revealed that the respondents were aware of the strategies used by the UNIZULU library to market the e-resources.

However, the study also revealed challenges. UNIZULU library did not have a well-documented, formal marketing plan. Issues of bandwidth and infrastructure that enhance ease of access and use of e-resources were also revealed. In order to enhance the role of marketing library resources, specifically e-resources, the study recommended that UNIZULU library needs to develop and adopt an e-resources marketing plan that will lay out innovative ways to promote usage and access to the resources. It was also recommended that it should establish key elements that will formalize the plan. It is also recommended that UNIZULU library must develop appropriate strategies to market e-resources to part-time students to create awareness of its support offering at the students’ point of need. It was also recommended that UNIZULU library should invest in training the librarians that are involved in the marketing of e-resources.

**Keywords:** Universities, Marketing, Libraries, E-resources, South Africa
CONTENTS
DEDICATION ................................................................................................................................. 3
ACKNOWLEDGEMENTS ................................................................................................................. 4
SUMMARY OF THE STUDY ........................................................................................................... 5
LIST OF TABLES .......................................................................................................................... 11
LIST OF FIGURES ....................................................................................................................... 12
ACRONYMS AND ABBREVIATIONS ............................................................................................. 13
CHAPTER ONE: .......................................................................................................................... 14
INTRODUCTION AND BACKGROUND TO THE STUDY .......................................................... 14
  1.1. Introduction ............................................................................................................................ 14
  1.2. Definition of key terms used in the study .............................................................................. 16
  1.3. Evolution and management of e-resources in academic libraries ....................................... 18
  1.4. Location and context of the study ........................................................................................ 20
  1.5. Statement of the problem ...................................................................................................... 23
  1.6. Research objectives ............................................................................................................. 25
  1.7. Research questions ............................................................................................................... 25
  1.8. Justification of the study ....................................................................................................... 26
  1.9. Significance of the study ....................................................................................................... 26
  1.10. Assumption of the study ..................................................................................................... 27
  1.11. Scope and limitations of the study ..................................................................................... 28
  1.12. Outline of the dissertation ................................................................................................ 28
CHAPTER TWO .......................................................................................................................... 30
LITERATURE REVIEW .................................................................................................................. 30
  2.1. Introduction .......................................................................................................................... 30
  2.2. Theoretical framework ........................................................................................................ 30
  2.3. The concept of marketing and practice ................................................................................. 39
    2.3.1. Electronic information products/resources .................................................................... 40
    2.3.2. Promotional strategies of e-resources in libraries ......................................................... 42
    2.3.3. Human resources, infrastructure and processes in marketing e-resources in libraries .... 42
    2.3.4. The value of the information to the user ...................................................................... 43
    2.3.5. The distribution channels of e-resources in libraries .................................................. 43
  2.4. The importance of marketing e-resources in academic libraries .......................................... 44
2.5.  Challenges in the management of e-resources in academic libraries.................................45
2.5.1.  Challenges faced by students in accessing e-resources......................................................46
2.5.2.  Challenges faced by librarians in marketing of e-resources ..............................................49
2.6.  Empirical studies on marketing of e-resources in academic libraries.......................................52
2.6.1.  Studies on marketing plans and promotion.................................................................53
2.6.2.  Studies on marketing strategies......................................................................................60
2.6.3.  Literature review on the importance of marketing e-resources.........................................68
2.6.4.  Studies on challenges faced by librarians in marketing e-resources ..................................70
2.6.5.  Literature review on customer satisfaction .....................................................................71
2.7.  Literature Review Dashboard ..............................................................................................73
2.8.  Summary............................................................................................................................75

CHAPTER THREE: ..................................................................................................................77
RESEARCH METHODOLOGY ..........................................................................................77

3.1.  Introduction.........................................................................................................................77
3.2.  Research Paradigm.............................................................................................................78
3.3.  Research Approach ...........................................................................................................78
3.3.1.  Quantitative Research ..................................................................................................78
3.3.2.  Qualitative Research ...................................................................................................79
3.3.3.  Mixed Methods Approach ..........................................................................................79
3.4.  Research Design: Survey Method......................................................................................80
3.5.  Population.........................................................................................................................81
3.6.  Sampling Methods ...........................................................................................................82
3.6.1.  Simple Random Sampling ..........................................................................................82
3.6.2.  Sample Size...................................................................................................................83
3.7.  Data Collection Methods ..................................................................................................84
3.7.1.  Questionnaire ................................................................................................................84
3.7.2.  Interviews......................................................................................................................85
3.8.  Validation of data collection instruments ............................................................................86
3.8.1.  Content Analysis ..........................................................................................................86
3.9.  Data collection process and procedures .............................................................................87
3.10.  Data Analysis..................................................................................................................87
3.11.  Ethical Considerations......................................................................................................88
3.12.  Summary..........................................................................................................................89
CHAPTER FOUR: PRESENTATION OF THE FINDINGS OF THE STUDY

4.1. Introduction
4.2. RESPONSE RATE AND PARTICIPANTS PROFILE
4.3. Biographical Information of the respondents
4.4. The status of the University of Zululand library plans and programmes to market and promote the use of e-resources
4.5. What are the electronic information products offered and how are they delivered to postgraduate students?
4.5.1. Knowledge on the availability of the e-resources
4.6. Which marketing strategies are employed by the University of Zululand library?
4.6.1. Marketing strategies employed by the UNIZULU library
4.6.2. Satisfaction of users on marketing of e-resources
4.6.3. Are the library staff trained in marketing e-resources
4.7. How are products distributed and delivered to postgraduate students?
4.7.1. Frequency of access of e-resources
4.8. What areas do e-resources add value to postgraduate students?
4.8.1. Accuracy and relevance of e-resources
4.9. Has the marketing of e-resources improved the use of the library collection at UNIZULU?
4.10. What are the challenges faced by librarians with regards to marketing e-resources as a library service?
4.11. What should be done to improve the University of Zululand library marketing strategies?
4.12. Summary

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS
5.8. What should be done to improve the University of Zululand library marketing strategies? .... 120
5.9. Summary ................................................................................................................................... 122

CHAPTER SIX: ...................................................................................................123

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE
STUDY ..................................................................................................................123

6.1. Introduction ............................................................................................................................... 123
6.2. Summary of the findings of the study ....................................................................................... 123
6.2.1. What is the status of the University of Zululand library plan and programmes to market
and promote the use of e-resources? .......................................................................................... 123
6.2.2. What electronic information products are offered and how are they delivered to
postgraduate students? ............................................................................................................. 123
6.2.3. Which promotional strategies are employed by the University of Zululand library? ...... 124
6.2.4. What value do the e-resources add to postgraduate students? ........................................ 124
6.2.5. What are the challenges faced by librarians with regards to marketing e-resources as a
library service? ....................................................................................................................... 124
6.2.6. What should be done to improve the University of Zululand library marketing strategies?
124

6.3. Conclusion of the study from the findings ................................................................................ 125
6.3.1. UNIZULU library plan to market and promote the use of e-resources ............... 125
6.3.2. Information products and delivery to postgraduate students ..................... 126
6.3.3. Promotional strategies are employed by the University of Zululand library ........ 126
6.3.4. Value add of e-resources to postgraduate students ............................. 126
6.3.5. Challenges faced by librarians with regards to marketing e-resources as a library service
126

6.4. Recommendations ..................................................................................................................... 127
6.4.1. Plan to market and promote the use of e-resources at UNIZULU ....................... 127
6.4.2. Information products and delivery to postgraduate students ..................... 128
6.4.3. Promotional strategies are employed by the University of Zululand library ...... 129
6.4.4. Value add of e-resources to postgraduate students ............................. 129
6.4.5. Challenges faced by librarians with regards to marketing e-resources as a library service
130

6.5. Recommendations for future research ...................................................................................... 130
6.6. Final conclusion ........................................................................................................................ 131

REFERENCES .....................................................................................................132
APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE.................................149
APPENDIX 2: INFORMED CONSENT FORMS ......................................150
APPENDIX 3: RESEARCH QUESTIONNAIRE MASTERS AND DOCTORAL STUDENTS ..................................................................................151
APPENDIX 4: CONSENT FOR LIBRARIANS ...........................................163
APPENDIX 5: QUESTIONS FOR LIBRARIANS .......................................166
LIST OF TABLES

TABLE 1 DASHBOARD ON LITERATURE REVIEWED IN THE STUDY ............................................. 73
TABLE 2 POPULATION AND SAMPLE ............................................................................................ 83
TABLE 3 QUESTIONNAIRE RESPONSE RATE (N= 71) .................................................................... 91
TABLE 4 UNIZULU MARKETING STRATEGIES AND AWARENESS................................................ 97
LIST OF FIGURES
FIGURE 1 7 Ps of marketing mix (Kotler, 2008) ................................................................. 39
FIGURE 2 Biographical information ................................................................................ 92
FIGURE 3 Graphical presentation of e-resources and usage ......................................... 93
FIGURE 4 Levels of awareness on e-resources ............................................................... 94
FIGURE 5 Knowledge about availability of resources .................................................. 95
FIGURE 6 Accessibility of e-resources ............................................................................ 96
FIGURE 7 UNIZULU library marketing strategies ......................................................... 96
FIGURE 8 Marketing strategies from the responses of librarians .................................. 98
FIGURE 9 User satisfaction .............................................................................................. 99
FIGURE 10 Places where e-resources are accessed ....................................................... 100
FIGURE 11 Frequency in the use of e-resources ............................................................ 101
FIGURE 12 Value add of e-resources in the library ....................................................... 102
FIGURE 13 Accuracy and relevance of e-resources ....................................................... 103
FIGURE 14 Workshops and attendance UNIZULU library .......................................... 104
FIGURE 15 Challenges of access and use by respondents ............................................ 105
FIGURE 16 Challenges in e-resources marketing ........................................................... 105
FIGURE 17 Improvement of marketing e-resources in the UNIZULU library ............ 106
# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA</td>
<td>American Library Association</td>
</tr>
<tr>
<td>AMA</td>
<td>American Marketing Association</td>
</tr>
<tr>
<td>CD-ROM</td>
<td>Compact Disk Read Only Memory</td>
</tr>
<tr>
<td>CHELSA</td>
<td>Committee for Higher Education Libraries South Africa</td>
</tr>
<tr>
<td>DVD</td>
<td>Digital Video Disk</td>
</tr>
<tr>
<td>E-BOOK</td>
<td>Electronic Book</td>
</tr>
<tr>
<td>E-LIB</td>
<td>Electronic Library</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communications Technologies</td>
</tr>
<tr>
<td>IL</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>INASP</td>
<td>International Network for the Availability of Scientific Publications</td>
</tr>
<tr>
<td>LIS</td>
<td>Library and Information Services</td>
</tr>
<tr>
<td>MR</td>
<td>Market Research</td>
</tr>
<tr>
<td>MSL</td>
<td>Medical Science Library</td>
</tr>
<tr>
<td>OPAC</td>
<td>Online Public Access Catalogue</td>
</tr>
<tr>
<td>RIN</td>
<td>Research Information Network</td>
</tr>
<tr>
<td>RM</td>
<td>Relationship Marketing</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualification Authority</td>
</tr>
<tr>
<td>TAMU</td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UKZNP</td>
<td>University of KwaZulu – Natal Pietermaritzburg</td>
</tr>
<tr>
<td>UNIZULU</td>
<td>University of Zululand</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>UWI</td>
<td>University of West Indies</td>
</tr>
</tbody>
</table>
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

Marketing as defined by De Saez (2002) is a management process that identifies, anticipates and supplies customer requirements efficiently and profitably. It is about “collecting information, forecasting trends, consulting all concerned, understanding markets, formulating objectives, planning strategy, implementing, evaluating and communicating with everybody” (De Saez 2002:13)

The main existence of libraries is to provide information services to their users. Different types of libraries provide information services according to their defined client base. Accordingly, De Saez (2002) posits that the core business of the library and information service is the range of products and services that provide benefits for users and which answer users’ most important needs, whether for commercial intelligence, education, leisure, recreation or social needs.

Marketing library services can be viewed as a way of communicating to the users what the library offerings to its community are. According to Kanaujia (2004), to many library professionals, the term “marketing” is often interpreted negatively when in actual fact it’s about communicating the services rendered by the library. Kanaujia (2004) believes that the marketing of libraries is not new and that it has just been redefined and aligned with newer terminologies.

Literature affirms that some of the ways in which libraries market their information services is through word-of-mouth, websites, bookmarks, flyers, electronic signs, newsletters, and giveaways.

In academic libraries, studies have shown that for a long time marketing information services has not been viewed as part of their professional responsibility (Kanaujia, 2004). However, the interest in marketing library services has grown in the past two decades. Wallace (2004), shows that an increasing number of publications have focused on library marketing in the last decade; with a marked increase in articles written after 1998. Wallace believes that library staff have realised that users need assistance in learning about what the library offers in print and digital
formats. Wallace (2004:5) indicates the importance of marketing the services of an academic library as follows:

- Fulfil the library’s mission;
- Meet the needs of users;
- Attract new and current users;
- Highlight unique programs and services; and
- Increase use of library services.

Thus, it can be observed that by marketing their information services, libraries are fulfilling their missions and justifying their existence. In this way marketing as a tool sets libraries apart from competitors in the provision of provision. A mission statement that sends a clear message about the library’s unique role and contribution is an essential first step (Wallace, 2004).

For library professionals, it is imperative to understand their client base, their needs and to meet those needs. In that way, libraries are able to justify their existence and are also able to garner the support of those in the budget and decision making. Libraries need to continuously engage with their users, through on-going formal and informal surveys, one-on-one questions, and always keep abreast of what information is needed in order to meet the expectations of the users. Wallace (2004) is of the opinion that if libraries are not aware of the user’s needs, users will seek other alternatives that will provide the information they need.

Owing to the above, it goes without saying that academic libraries need not be complacent about marketing their services. For example, given the newer technological advances and knowledge of use by the users, libraries cannot think of themselves as the primary information providers to the campus community. Nowadays there are many ways of obtaining information - blogs, Google Scholar, and the Internet are some of the newer information sources. However, academic libraries can still pride themselves in providing content that is qualitative, peer reviewed, trusted, and traceable. It is important to note that library e-resources have become a first and better choice for users when they look for information. There is, therefore, no doubt that the digital age has changed the way libraries operate in that the storage, retrieval, and access of information resources has been revolutionized (Wright, 2014:2). This implies that the current digital age now
compels libraries to include e-resources, given that the electronic environment is now the first
place that the user consults when looking for information. Consequently, as academic libraries
adapt to the use of newer technologies to satisfy their client needs and provide them with
effective and quality information services, it is necessary that these e-resources should be
marketed. Kanaujia (2004) also posits that marketing a library's e-resources requires an annual
marketing plan and argues in his study conducted at the Research and Development Library and
Information Centres of India that though librarians had positive attitudes toward marketing in
libraries, they failed to adopt a coherent marketing plan. His suggestions were that libraries
should address their context of operation, objectives, the four Ps [Products and services, Place,
Pricing, and Promotion], staff training and budget requirements in their marketing plans.

It is in this context that this study investigated the marketing of e-resources as a tool for
information delivery and access at the UNIZULU library. In this chapter, the study provides an
overview of library e-resources. It then introduces marketing in general and how it relates to
library activities. The background, location and contextual analysis of the institution UNIZULU
that the researcher based the studies on is presented. Further, the chapter presents the statement
of the problem, research objectives and questions, significance and assumption of the study,
scope and limitations of the study. The chapter outlines the dissertation and provides a summary
of the chapter.

1.2. DEFINITION OF KEY TERMS USED IN THE STUDY

The following are the key terms and concepts used in the study:

- **E-resources**

  E-resources are defined as resources which require computer access or any electronic
  product that delivers a collection of data, be it text referring to full-text databases, electronic
  journals, image collections, other multi-media products and numerical, graphical or time
  based as a commercially available title that has been published with an aim to be marketed
  (Dhanavandan and Tamizhchelvan, 2012). The concept of e-resources will be defined in
  more detail later in the chapter.
• **Academic library**

Reitz (2007: 5) defines an academic library as “an integral part of a college, university, or other academic institution for post-secondary education, organized and administered to meet the information needs of students, faculty, and affiliated staff of the institution”. On the other hand, Iguna (2006: 18) states that an academic library is part of a university or other higher education institutions where books and non-book materials are kept for users. Such a library is a building containing reading materials that staff and students can consult. This library can also be considered to be an organized collection of published books and journals and other reading materials and includes the services of staff able to provide and interpret research, educational, recreational and cultural needs of users. The concept of academic libraries will be defined in more detail later in the chapter.

• **Marketing**

Marketing as defined by De Saez (2002) is a management process that identifies, anticipates and supplies customer requirements efficiently and profitably. It is about “collecting information, forecasting trends, consulting all concerned, understanding markets, formulating objectives, planning strategy, implementing, evaluating and communicating with everybody” (De Saez 2002:13)

• **Access**

Johnson *et al.*, (2012) refers to access as applied delivery, instructions, methods with e-resources, ensuring proper technological software, hardware, and Internet connections, as well as providing user instruction on how to use these materials effectively. Delivery of e-resources can appear in a variety of formats such as Hyper-Text Mark-up Language (HTML), Portable Display Format (PDF) documents, as well as through various download or Inter-Library Loan (ILL) means. Methods of access vary from in-library connections, proxy servers, link servers, and virtual access to materials ensuring that users are able to make use of electronic information which they are entitled to (Omollo, 2011).

• **Use**
According to the Research Information Network (RIN, 2009), use in the historical context of e-resources refers to page views to abstracts, full-text and search engines pages. Johnson et al., (2012) argued that ‘use’ is the frequency of resource access made by users.

1.3. EVOLUTION AND MANAGEMENT OF E-RESOURCES IN ACADEMIC LIBRARIES

Traditional library collections have always consisted of books, manuscripts, journals and other forms of recorded information. This includes reference works such as encyclopaedias and indexes for easier search of information in other sources, fiction work such as novels and short stories, music and photographs, non-fiction such as biographies, history, reports, periodicals, such as magazines scientific and scholarly journals and books. Libraries still continue to purchase print materials so as to provide a service to users who still prefer to use the physical library. According to Nkanu and Okon (2010) in the past decades, the introduction of ICTs has thus enabled patrons to have a wider access to library collections without visiting the library physically. Therefore, as argued by Evans and Soponaro (2005:153), libraries are now increasingly making use of e-resources. Liu (2004:1) also notes that e-sources have become a first and better choice of users when they look for information in the library.

E-resources have broadly been defined as, information accessed by a computer that may be useful as bibliographic guides to potential sources but which may also appear as cited references in their own right (Graham, 2003:18). One of the important advantages of electronic journals is that more than one user can access them at the same time. E-resources offer the ability to simultaneously download and print articles by more than one user depending on the licenses and rights permissions. Deng (2010) categorises e-resources according to electronic books (e-books), electronic journals (e-journals), electronic newspapers, electronic magazines, archives, theses, conference papers, government papers, research reports, scripts and monographs all electronic format. Graham (2003) points to the inconsistency in the use of the term ‘e-resources’. He indicates that the same is sometimes referred to as electronic information services (EIS), or electronic library resources. E-resources also carry the potential power to increase the learning opportunities offered to students. For example, providing teaching information in electronic format exposes students to enhanced possibilities of greater access to a variety of exercises thus
making courses much more lively and interactive. As the role of libraries continues to change, librarians are making more and more e-resources available for use.

The advent of e-resources has changed the way information is handled and management in an academic environment and in particular academic libraries. The most change has been apparent in the availability of e-resources where users are no longer confined by the library’s physical walls. Information can now be accessed anywhere either through a proxy server, IP authentication and other means. With the availability of e-resources, academics and students now have access to global resources that are readily available for their scholarly use. Shuling (2007) states that electronic information has gradually become a major resource in every university library. Hawthorne (2008) posits that technology advancement has changed circulation and presentation of information and has led to library collections not to be limited to print only. He further documents that the existence of electronic access in libraries dates back to the mid-1960s when the machine-readable catalogue was introduced. That was followed by the Online Public Access Catalogues (OPACs). The 1960s also saw the development of bibliographic databases in which were followed by the CD-ROM databases in the late 1980s. Web based (internet) databases followed suit towards the turn of the 21st century and with that came the introduction of electronic serials and e-books. The 1990s were dominated by the development of e-resources such as e-journals, e-books and full text databases (Nisonger, 2003:230). Nisonger (2003) also notes that e-resources allowed users with internet access to search and retrieve information anywhere, anytime. Pantry (1997) concurs that through e-resources, it is now possible for users to have access to information that was previously not accessible in a very cheap and effective manner.

An academic library is an information centre that is within a higher education institution where students acquire knowledge. As alluded to above, significant changes are taking place in the digital information environment. Accordingly, in order to survive in a highly dynamic, competitive, and technology-driven environment, academic libraries require a high degree of adaptability in the way they offer their information services. Academic libraries need to explore, develop and implement information service delivery strategies that should lead to meeting the information needs of their diverse and increasingly sophisticated clientele in the digital environment. This requires the need to explore marketing strategies. As observed by Kalusopa
(1997) any change management strategy in any library and information centre requires marketing of information resources as part of such a strategy. Jotwani, (2014) concurs with this adding that integral to a marketing e- resources plan is a methodology to evaluate the success or failure of the intended objectives of information service delivery. This study is thus premised on the ground that the University of Zululand (UNIZULU) was established to cater for the teaching, learning and research of the community that it serves. In this context, the UNIZULU Library provides different resources, services and products to the faculty and the students. However, for the library to maximize its usage and underscore the importance of its existence, it should adopt marketing strategies that will provide sustainability and assist in realizing the goals of the institution. This study seeks to examine the marketing of e-resources as a tool for information delivery and access at the University of Zululand library with a view to providing several recommendations that could enhance information service delivery.

1.4. LOCATION AND CONTEXT OF THE STUDY

The researcher selected the University of Zululand Library as a case study. The University of Zululand was established in 1960 as the University College of Zululand (University of Zululand Website, 2015). The University of Zululand (UNIZULU) is located within the Umhlathuze Municipality, the fastest growing industrial hub and employer in northern KwaZulu-Natal. UNIZULU is the only university north of the UThukela River and can be easily found 1.4km south east of the R102 when travelling from Durban or by using the Global Positioning Satellite co-ordinates -28.858208, 31.84088. In 1970, the college was granted university status. Since then the university has continued to expand and has experienced an increased intake of students even from other parts of Africa. According to the University of Zululand Annual Report 2015/16, the student enrolment is at 16 340 inclusive of 14540 undergraduates and 1800 postgraduate students (University of Zululand Annual Report 2015:18). The University of Zululand has two campuses - the main campus at Kwa-Dlangezwa and the Richards Bay Campus in Richards Bay.

The University of Zululand has been designated to serve as the only comprehensive tertiary education north of the UThukela River in KwaZulu-Natal. Its new status is in accordance with South Africa’s National Plan for Higher Education aimed at eradicating inequity and costly
duplication (National Plan for Higher Education, 2001). As a result, the University of Zululand offers career focused programs as well as a limited number of relevant degree courses that have been structured with potential employees and employers in mind. The University of Zululand’s mission is to provide access to students from diverse backgrounds to enable a caring learning and teaching environment; to offer relevant programmes that are responsive to the developmental needs of society. Lastly the University aims to generate knowledge through research, disseminate it through publications, teaching and development, in partnership with the community (University of Zululand Prospectus, 2017).

The main library is situated at the centre of the academic section of the university. The library provides information services to support the learning, teaching, research and development in support of the mission of the university. The library provides information products and services to the university community as a whole as well as the needs of the community in its immediate vicinity who can benefit from the library without prejudicing the privileges of its primary clientele.

The University library employs a total of 34 staff for both campuses, consisting of one University Librarian, one Deputy Librarian, two Senior Librarians, seven Information Librarians, and two Cataloguing Librarians. Information Librarians provide information services to university staff, postgraduate students, and undergraduate students, varying from information retrieval and access to bibliography compilation for research topics. Information Librarians also offer training in the use of electronic information resources and more.

The University of Zululand library uses Unicorn, an integrated Web-based Library Collection Management system supported and distributed by SIRSI DyNix. This system provides a merged union catalogue to two eastern seaboard Association of Libraries institutions, and these are University of Zululand, and Mangosuthu University of Technology. The building is designed to house 750 000 volumes of books and currently houses 285 234 volumes. The library subscribes to a number of periodicals and databases available online.

The rapid change in the world is highlighted by the influence and impact that technology has in all aspects of life learning. To higher education institutions in developed western countries, these
developments offer rich opportunities to embed technological innovations within the learning environment. Tao (2008) posits that the advancement of computer and networking technologies has brought about a significant growth in the availability and use of e-resources. The internet, online databases, e-journals, e-books and various e-resources can be accessed through computers, and other electronic devices. Most people prefer e-resources to traditional print and human information resources.

E-resources have become a sign of the modern age and are an invaluable tool for teaching, learning and research. Sethi and Panda (2011) note that the traditional role of libraries has been transformed and they now serve as ‘knowledge centres’ with priority on value added electronic information services. Academic institutions now focus on services which complement cutting-edge technology. Such institutions have changed their contemporary outlook towards the functions, operations and services of academic libraries. The traditional environment has been rapidly changing to an electronic one and the demand for internet and e-resources among academic and research communities has increased manifold over the years. The internet, therefore, has created the possibility of establishing alternative models for the dissemination of information.

E-resources, as defined by Dhanavandan and Tamizhchelvan (2012), are resources which require computer access or any electronic product that delivers a collection of data, be it text, that is, full-text bases, electronic journals, image collections, and other multi-media products and numerical, graphical or time based as a commercially available title that has been published with an aim to be marketed. These may be delivered on Compact Disc-Read Only Memory (CD-ROM) on tape, via the internet and so on. Johnson et al., (2012) argue that e-resources are those materials that require computer access, whether through personal computer, mainframe, or handheld mobile devices. They may be accessed remotely via the internet or locally. E-resources are now recognized as being of great importance to even small academic and public libraries. However, they are consuming an ever-increasing share of library budgets, often to the detriment of monographic acquisitions.

UNIZULU library is no exception. As an academic library, it is also increasing the provision of e-resources as more and more users are acquainting themselves with digital products. Most
studies that have been conducted show that though academic libraries subscribe to e-resources, there is low usage of e-resources, which poses a challenge to libraries and the management of institutions as a whole. In these studies, academic libraries were found not to keep statistical figures that gave evidence of usage, and access to e-resources. Hoskins (2010) argues that academic libraries do not keep statistics on usage, budget and the expenditure on periodical subscriptions. It remains to be seen through this investigation if the UNIZULU library has embraced the increasing use of e-resources for teaching and learning purposes. It is important that UNIZULU library embraces the management of e-resources, so as to ensure access to and full utilisation of these resources. Marketing e-resources, making them known to the clientele is an invaluable tool that can maximise usage thereby also creating awareness of any resource in the library. Libraries can earn maximum exposure to their resources by embarking on a marketing drive that will expose their resources to their users. Marketing can also give a report on the usage of resources provided in a library setting. This study has been initiated in order to investigate the status of e-resources marketing at UNIZULU library. Through this study, the extent of usage and awareness will be established

1.5. STATEMENT OF THE PROBLEM

Information and knowledge are the major input into research, teaching and decision-making related to learning activities. Therefore, access to and use of appropriate and up-to-date information and knowledge by researchers, students and policy-makers is vital if they are to carry out their activities successfully. The new digital era that is propelled by innovation and technological inventions has necessitated the emergence of e-resources as a highly used resource of the library. Perhaps credit could be given to its accessibility that is flexible. E-resources can be accessed anywhere, anytime. E-resources have become a crucial need for institutions of higher education to deliver on their mandates and missions. As the case maybe, Sejane (2017) indicates that due to general economic factors (inflation, weak local currencies, increased publishing costs) and partly due to other demands on universities or colleges (budgets, technology, student demographics, staff benefits and so on) library material budgets have tended to diminish, if not in actual currencies, certainly in what could be purchased and in the percentage of needed materials acquired. Since the cost of printed serials have continued to escalate beyond the general economy; e-resources offers an advantage over print, and libraries are increasingly spending for
current online resource over the purchase of print materials. The focus now is on maximising online access to these resources from multiple remote locations.

Academic libraries across the world are spending large amounts of money on the acquisition of e-resources, yet not all are utilized to their full capacity; and South Africa is not an exception. According to Premchand-Mohammed (2011), there is a need to put together a single framework that speaks to all aspects of e-resources such as a collection development policy, selection and acquisition management of e-resources, technological issues, marketing, staff skills and budget allocations. It is imperative for academic libraries to develop policies for e-resource marketing to facilitate access and usage of e-resources in order to overcome overspending on resources which are not being utilized. Academic libraries therefore, need to market their e-resources in order to raise awareness on the existence of different e-resources available on their collections so as to adequately meet users’ needs and ensure that they get value for money.

Several studies have been carried out in the marketing of e-resources in different academic libraries worldwide. These studies have largely focused on marketing, promotion and usage of e-resources in general. For example, in the United State of America (USA), a study carried out by Alford (2009), at Michigan State University Libraries, in Michigan, USA mainly focused on the promoting of e-resources. In the United Kingdom (UK), Rowley (2011), also carried out a study that mainly focused on marketing and promotion of e-books in academic libraries in Manchester. In Africa, Manda (2005) carried out a study that largely focused on the usage of e-resources in academic and research institutions in Tanzania. Toteng (2010) also carried out a study on the use of electronic databases by law students at the University of Botswana library. The focus of that study was to investigate the use of electronic databases by undergraduate law students in general.

No comprehensive study has been carried out at UNIZULU library to assess the marketing of e-resources. Therefore, a study of this nature is fundamental as it will give an insight into the current state of e-resources marketing as well as an increased understanding of the access to and use of these resources at UNIZULU library. The study is important for UNIZULU library, be it academic, research or public, since it plays a vital role in teaching, learning and research. The study will also assist library management in decision-making and formulating improved policies regarding the marketing for access to and use of e-resources. The target audience for the study is
postgraduate students, mainly because of their level of studies, it is assumed that they use e-resources extensively. Presumably postgraduate students are the biggest consumers of e-resources, therefore Masters and Doctoral students will be used. Librarians will also be used in the study as they provide marketing to the users.

Conclusions gained from this study will help the UNIZULU library to effectively market their e-resources to their students so that they are utilised to a greater extent. It is also hoped the greatest degree of cost-effectiveness as well as satisfying user needs will be achieved from the recommendations of this study.

1.6. RESEARCH OBJECTIVES

The main aim of the study is to investigate the marketing of e-resources at the UNIZULU library as a strategic tool that would enhance effective information delivery and access at the University of Zululand. The specific objectives of the study are:

i. To examine the UNIZULU library’s plans and programmes for marketing and promoting the use of e-resources
ii. To examine promotional strategies employed by the UNIZULU library in marketing electronic information resources and services to postgraduate students
iii. To determine the infrastructure, human resources and processes involved in the marketing of e-resources to postgraduate students at UNIZULU.
iv. To assess the value that the postgraduate students place on e-resources at UNIZULU.
v. To determine how products are distributed and delivered to postgraduate students.
vi. To determine challenges faced by both librarians and postgraduate students in the delivery and access of e-resources in order to recommend ways of improving the marketing of e-resources by the UNIZULU library.

1.7. RESEARCH QUESTIONS

The study is intended to address the key questions noted above as well as to answer the following questions about the marketing, awareness and use of e-resources from the University of Zululand. The targeted clients were the Information Librarians, Masters and Doctoral students
in all four faculties of the university, i.e. the faculties of Arts, Education, Science, and Agriculture and Commerce, Administration and Law

i. What is the status of the University of Zululand library plan and programmes to market and promote the use of e-resources?

ii. Which promotional strategies are employed by the University of Zululand library?

iii. Which infrastructure, human resources and processes are involved in the marketing of e-resources to postgraduate students?

iv. What value do the e-resources add to postgraduate students?

v. What are products offered and how are they delivered to postgraduate students?

vi. What are the challenges faced by both librarians and users in delivery and access of e-resources as a library services?

vii. How should UNIZULU library improve the marketing strategies for e-resources?

1.8. JUSTIFICATION OF THE STUDY

Literature related to marketing of e-resources in academic libraries reveals that, although much has been covered in other parts of the world, there is very little work done in South Africa on the topic. It is hoped that this study will give an insight into the marketing of e-resources; reveal if the targeted users are aware of the service; establish their level of satisfaction; and, if not, the study will look at what could be the underlying reasons for their dissatisfaction with the service.

1.9. SIGNIFICANCE OF THE STUDY

This study may be significant at various levels. The researcher, through this study will gain better understanding of marketing activities generally and specifically in the discipline of Library and Information Services (LIS) more specifically in academic libraries. The study will also add value to the subject field of marketing. For UNIZULU library is hoped that the study will recommend a framework that will assist to create guidelines on the marketing of e-resources. Another reason is that UNIZULU offers distance learning to a number of students at various levels of education including postgraduate level. There is very little that is known about their preference on e-resources and the problems they may encounter. It is anticipated that the findings of the study will be of benefit to UNIZULU library, to establish if academics and postgraduate
students are aware of e-resources, are using e-resources, their preferences and the types of e-resources they access. It could essentially benefit the UNIZULU libraries to identify e-resources that are underutilized and to make possible recommendations to improve usage. Another benefit of the study would be to ensure that users are optimally trained in using e-resources. The study should also identify the areas of training needed by postgraduate users and librarians for the effective and efficient utilization of e-resources. The body of knowledge that will be generated from this study will benefit the profession in that will allow them to interrogate the topic further and also in different scopes and perspectives. The study will be significant to research, learning and will guide academic libraries on what can be done to market e-resources to customers. Currently in South Africa there are very few studies that have focussed mainly on the marketing of e-resources in academic libraries. This study will further contribute to knowledge generation by adding more to the literature on marketing e-resources in academic institutions of South Africa. In South Africa a lot of studies have focused on the use and access to e-resources by postgraduate students, (for example, Hadebe, 2010; Soyizwapi, 2005; Idoniboye-Obu, 2013). There is a major gap on the marketing of e-resources in academic libraries. It is imperative that such study is done in order to determine the level of awareness, access, delivery and use of e-resources by academics and postgraduate students for research, learning and teaching purposes. The value of the study also relates to the understanding of the marketing of e-resources and how it relates to awareness, usage and value by postgraduate students of UNIZULU. The study will also attempt to identify the importance and value of awareness to optimum usage. It will demonstrate problems associated with the use and value of e-resources.

1.10. ASSUMPTION OF THE STUDY

The study is based on the following assumptions:

i. That e-resources at UNIZULU libraries are not effectively marketed and users are not aware of the available resources.

ii. There is no conducive infrastructure, human resources and processes to market e-resources to postgraduate students

iii. That there are no clear channels of product distribution and delivery to postgraduate students
1.11. SCOPE AND LIMITATIONS OF THE STUDY

The study set out to investigate marketing of e-resources at the University of Zululand. The focus of the study is on how the e-resources are marketed to enhance awareness, access, and use of e-specifically by postgraduate students at Masters and Doctoral level. The infrastructure for accessing these resources is also a focal point of the study. It would have been ideal to also include academics in the study population as well. However the targeted group offers a better understanding of what would have been deduced from academics as some of the doctoral students are also involved in academic activities. Information Librarians were also studied as they provide information services and conduct marketing services to market the information services to targeted library groups.

1.12. OUTLINE OF THE OF DISSERTATION

This dissertation is divided into six chapters as shown below:

- **Chapter 1**: This chapter covers the background of the study, definition of key terms, context of the study; statement of the problem, objectives and research questions, justification of the study, significance of the study, scope and limitations of the study.
- **Chapter 2**: This chapter provides an advanced literature review based on theoretical framework, and discusses empirical studies.
- **Chapter 3**: This chapter presents the research methodology of the study. This chapter discusses the research paradigm, research procedure used; study population and justification; data collection instruments; validity and reliability of the instruments; data collection procedures; problems encountered during data collection, processing and analysis of data; ethical considerations and evaluation of research methodology.
- **Chapter 4**: Chapter four focuses on the presentations of the findings; the chapter presents data analysis and interpretation using graphs and tables.
- **Chapter 5**: This chapter interprets and discusses the findings presented in Chapter four and addresses the questions raised in Chapter 1 of the study. Findings based on the data collected in the research are discussed by the researcher based on the objectives of the study or research questions. Interpretation of data through content analysis, observation and semi structured interview were conducted.
• **Chapter 6**: This chapter summarises the research findings of the study and makes recommendations on the possible research areas that can be conducted. Conclusions and recommendations are provided in this chapter.
CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

Ridley (2012) defines literature review as an extensive reference research and theory on the topic to be studied. It gives an opportunity to the researcher to make connections with previous research that have influenced the choice of research topic undertaken. It is an ongoing activity which begins with the first article selected related to the topic under investigation until the final draft. A literature review gives a clear indication on how views can be investigated and evaluated effectively in relation to the proposed research. Neuman (2000) holds that a literature review is based on the assumptions that knowledge is accumulated and built upon what others have done. Neuman identifies these four as goals of a literature review:

- To demonstrate familiarity with a body of knowledge and establish credibility.
- To show the path of prior research and how a current project is linked to it.
- To integrate and summarize what is known in an area.
- To learn from others and stimulate new ideas.

In developing the literature review, previous studies were reviewed in relation to the marketing of e-resources in the academic environment.

In this chapter, the review focused mainly on:

- Theoretical framework used in this study (marketing mix),
- The concept of marketing,
- Importance of marketing e-resources,
- Challenges faced by librarians and users in marketing and use, and
- Empirical studies on marketing of e-resources in academic libraries.

2.2. THEORETICAL FRAMEWORK

A theoretical framework is a central piece of research plan (Kruger and Casey, 2001:226). According to Vithal, Jansen and Jansen (2013:13) “theoretical framework could be described as a well-developed, coherent explanation for an event...”. The authors further explain that theories
are formulated to explain, predict, and understand phenomena, and in most cases to challenge and extend knowledge within the limits of the critical bounding assumptions. The theoretical framework is the structure that can hold the theory of a research study. It introduces and describes the theory which explains why the research is being conducted (Vithal, Jansen and Jansen, 2013).

Marketing mix is one of the most popular theoretical frameworks in marketing that has been used by companies in order to make marketing and other decisions in a more efficient manner (Dudovskiy, 2012). Companies have concentrated on various elements of marketing mix as a source of competitive edge according to the strategy adopted by senior level management in order to achieve long-term aims and objectives (Dudovskiy, 2012). This study has been anchored upon the foundations of the marketing mix theoretical framework. This study discusses the marketing mix as a model in detail together with the other models that has been mostly adopted in the LIS discipline.

The concept of marketing has been studied by many researchers and this resulted in the development of various models. People’s understanding and conception of marketing is different; for some it is simply pursuing sales and profit making with no concern for customer satisfaction. Others see it as the production of materials such as brochures (Gupta and Jambhekar, 2002).

The marketing concept is influenced or determined by the angle of its application. Marketing has been defined in different ways by many authors. The American Marketing Association (AMA) has defined marketing in different ways from the inception of marketing as a formal concept far back in 1935. Gupta and Savard (2010) note that the definition of marketing changes from time to time reflecting environmental change and the level of understanding of the concept. AMA, for instance has defined and redefined marketing in 1935, 1985 then 2004 and 2007 as follows:

- The performance of business activities that direct the flow of goods and services from producers to consumers consists of individual and organizational activities that facilitate and expedite exchange relationships in a dynamic environment through the
creation, servicing, distribution, promotion and pricing of goods, services and ideas (AMA, 1985).

- Organizational function and a set of processes for creating, communicating and delivery value to customers and for managing customer relationships in ways that benefit the organisation and its stakeholders (AMA, 2004).
- Marketing is 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 (AMA, 2007).

From the above definitions, the emphasis is on different aspects:

- The 1935 definition stresses on distribution functions, getting the products to the consumers.
- The 1985 definition’s focus is on managerial tasks, organisational processes and marketing strategic dimensions.
- The 2004 definition focuses on added value, management of customer relationships and stakeholders (Gupta and Savard, 2010).
- The 2007 AMA definition of marketing incorporates ‘set of institutions’, ‘exchanging offerings’ and ‘society at large’ (external environments).

This clearly indicates that the knowledge of marketing is increasing and the concept and definition is expanding, thus, marketing is dynamic.

As declared by Jestin and Parameswari, (2002:2) marketing involves activities such as identifying target market’s needs, designing suitable services or products to meet their needs and the use of effective pricing, communication and distribution to inform, motivate and serve the market.

According to Singh, marketing is a business philosophy that places the customer at the centre of the organisational activities (2009:117). Therefore, marketing in the business world is a purposive and proactive organizational activity directed towards satisfying targeted customers to achieve the organisation’s goals. Adeyoyin (2005) affirms that the marketing concept rotates on three pillars namely; consumer-centred, profit-centred and anticipating of changes through time.
On the other hand, Madhusudhan (2008) submits that the underlying aim of marketing which is to identify the client base, determines and fills its needs, wants and demands by designing and delivering appropriate products and services.

With these definitions as the background, it is necessary to look at marketing in the context of library and information service. Over the years, there have been debates on the appropriateness of applying the business marketing concept to public service organisations such as hospitals, universities and libraries (Bamigbola, 2013). The argument was that such organisations are non-profit, funded by the government with different operational environments and different objectives compared with the business world (Bamigbola, 2013).

In the context of libraries, the philosophy of the library is to continually meet the changing information needs of its users, and this requires continuous study of its customers/library clientele in order to either evaluate the existing library services or to design a new service. In his own words, Rowley (2003:19) defines information marketing as the marketing of information-based products and services. Singh (2009:640) defines marketing in relation to library and information services as ‘the process of planning, pricing, promoting, and distributing goods and services to create “exchanges” that satisfy the library and the customer’.

From the above definitions, the three issues that come to the core are the issue of the goods/services; the organisational objectives; and the customers’ satisfaction. It is appropriate to say that marketing in a library setting is more than presenting books in a nice arrangement, printing flyers, hosting an event but rather satisfying the ever changing needs of users. It is important to note that librarians have different understandings of marketing which is obviously responsible for the variation in approach or strategy adopted by libraries for information services. It could be marketing that is intended to promote a new service, a newly subscribed database or raising awareness on resources that are not popular but useful.

The need for information services marketing as summed up by Jose and Bhat (2007) is focusing on the customer, improving the image of the library, building relationship with the corporate world and cost recovery. Therefore, an effective marketing strategy takes information services to
the customer and it comprises market segmentation, market research, and marketing mix (Nooshinfard and Ziaei, 2011).

There are different marketing models that have been used in various studies in the Library and Information Services (LIS). A few of those as indicated by Nooshinfard and Ziaei, (2011) are highlighted below:

a) **Market Segmentation (MS) in LIS**

With market segmentation one has to identify the market, its size, competitors and attributes of products/services that satisfy the customers (Curators of the Missouri, 2010). Relating this to information services, Doland (2006) states that to define market segmentation answers, must be provided to the following questions:

- Who are the target customers?
- Who uses what services?
- What are the subject areas?
- Who are your competitors?

To respond to these questions, libraries need to clearly define their target library users, categorize them according to their needs, then package or organize relevant information services to meet their needs. Libraries need to be aware of their competitors. The role of market segmentation in libraries is to group the users according to their needs in order to render relevant service for them. Market segmentation is done through market research.

b) **Market Research (MR) in LIS**

According to the American Marketing Association (AMA) market research is defined as the function that links the consumer, customer, and public to the marketer through information used to identify and define marketing opportunities and problems; generate, refine, and evaluate marketing actions; monitor marketing performance; and improve understanding of marketing as a process. Marketing research specifies the information required to address these issues, designs the method for collecting information, manages and implements the data
collection process, analyses the results, and communicates the findings and their implications (AMA, 2004). Market research (MR) is done to understand the market and demand for services. This can be done through an annual user survey or weekly customer care meetings. It is done to investigate the actual and potential market size, user market segmentation and identification of users’ needs (Kanaujia, 2004). In a similar fashion, The Curators of the University Missouri (2010) define market research as a sequence of organizational planned activities aimed at identifying customer needs, wants and satisfying these needs and making a sensible profit on a quality product or service. MR is an orderly and objective way of learning about your potential customers and your competition. There are two types of MR—primary market research and secondary market research. Primary market research seeks to carry out direct research to identify customers’ needs through survey with questionnaire or experiments, test marketing or behaviour observation (The Curators of the University Missouri, 2010). Secondary market research uses secondary data that has been researched and published about customer needs. This could be published through books and magazines; it reviews other researchers’ work and then analyses the information on the proposed services. In a nutshell, market research is a marketing strategy that should be carried out from time to time, not a once off activity because it involves human beings that is susceptible to change.

c) The marketing mix model

Kotler defines marketing mix as “… the setup of controllable variables and their levels that a firm uses to influence the target market” (Kotler, 1988 in Adeyoyin, 2005:494). According to Goi (2009) marketing mix is not a scientific theory, but merely a conceptual framework that identifies the principal decision making managers make in configuring their offerings to suit consumers’ needs”. The marketing mix has been used in LIS because of its relevance in achieving the libraries objectives. The objective behind marketing of library services is to meet the needs of information users, thereby retaining the position of libraries as primary information providers. The elements (Ps) that make the marketing mix model are the core elements for the existence of the libraries and information centres. Libraries exist to serve users. Marketing mix is the planned package of elements that makes up the product or service offered to the market. In the case of libraries, it is aimed at supporting the library and
information service to reach target markets and specified objectives. The relevance in using this model is built upon its elements that talk directly to the core-existence of libraries.

The traditional marketing mix is the blend of four “Ps”, namely Product, Place, Price and Promotion to reach the target market (Jose and Bhat, 2007:26). The Four Ps was introduced by Jerome E. McCarthy in 1960 and it is the foundation for the modern marketing theory. However, for services marketing, three more “Ps” have been added resulting in Seven Ps. They are People, Physical evidence and Process (Jose and Bhat, 2007). In essence marketing mix are variables that the organisation controls to influence its customers in order to achieve its own objective (Jose and Bhat, 2007).

An organization’s marketing strategy should ensure that these ‘7Ps’ of Marketing are in proportion and appropriate to the particular marketing situation at hand. These Ps are a management tool which can be used as a checklist to ensure that the services and products offered are acceptable to the market (Kotler, 2008:7).

- **Product**: A product is anything that can be offered to a market for attention, acquisition, use or consumption that might satisfy a need or want. (The Chartered Institute of Marketing, 2009). As described by De Saez (2002) in terms of library services, a product can be defined as the services which the library generally offers to its clients and prospective users. In the general sense, library services encompass the following:
  
  - Loaning: charging and discharging of library materials.
  - Referral services: offering reference services to the library patrons.
  - Organization of library materials: cataloguing and classification of materials, i.e. giving the physical description of library materials and collocating them accordingly, grouping the like materials together while the unlike materials are separated.
  - Inter-library loan: this is the method through which unavailable materials needed by the patrons are sourced and borrowed in another library
• **Promotion**: is an activity that communicates the product or service and its merit to target customers and persuade them to buy, that is, the way a company communicates what it does and what it can offer customers, it includes activities such as branding, advertising, corporate identity, exhibitions etc. (Salaam, 2013). Promotion should communicate the benefits that a customer obtains from a product, and not just the features of that product. A promotional material must grab the attention of customers and it should be easy to identify why they should buy the products (Kotler, 2006). Promotion is one major marketing mix that is well known and mostly used in libraries. Traditionally, libraries have been known to promote their services through displays, either of new books or current awareness activities, posters, exhibitions, user orientation programmes, and contact programmes and library outreach (Kaur and Rani, 2008). Today, due to the high level of technological innovations, libraries employ various ways to promote their services. Libraries are now using the web 2.0 tools, emails, library websites and social networking tools to promote their services (Vasileiou and Rowley, 2011). Even though there are many new ways libraries use to promote their services, word of mouth is still regarded as the most effective way of promotion. In libraries, the promotion of resources should focus on how customers are informed about the library services, special offers and advertising strategies. De Saez (2002) believes that the library needs to promote the services it offers as it is of importance to remain the central support to the development of the intellectual world and economic growth in general for it to be acknowledged, and appreciated.

• **Physical Evidence**: It means providing customers with the visible product before they can buy it. This means helping customers to ‘see’ what they are buying. The physical evidence demonstrated by an organisation must confirm the assumptions of the customer (The Chartered Institute of Marketing, 2009). Physical evidence can relate to how the users’ experience the services offered by the library. It can also be the feedback given by users about the systems in place to support the services and products of a library.

• **People**: this refers to the personnel who are in contact with delivering the product to the customers. Anyone who comes into contact with customers has to make an impression that will have a positive impact on the customer satisfaction (The
Chartered Institute of Marketing, 2009). Staff play a crucial role in libraries. They are an integral part of the production and delivery of the ‘product’ as well as the service interaction (Ewers and Austen, 2006). Staff should be proactive in offering services and should have a cheerful attitude. It is a necessity that front-line service staff be trained in customer service.

- **Process**: The process of giving a service and the behaviour of those who deliver are crucial to customer satisfaction, the way things are done in a company, and its processes. It is the first experience of a company that many customers remember about that particular company. As a result this ‘P’ could be a great source of competitive advantage to a business (The Chartered Institute of Marketing, 2009). This ‘P’ in the library perspective refers to the procedures, mechanisms and work flows that the library personnel have to follow in order to fulfil and uphold the library philosophy (Bamigbola, 2013).

- **Price**: refers to the amount of money charged for a product or service, or the sum of the values that consumers exchange for the benefits of having or using the product or service. A product is only worth what customers are willing to pay for it (Kotler, 2006). Price includes the cost to both the organisation and the user to render products and services. It is not limited to money, but can include time and space as well. According to Jose and Bhat (2007) librarians are reluctant in ‘pricing’ their products because people think that library services should be free. However, due to escalating costs on everything, librarians need to be realistic. Jose and Bhat (2007) suggest that librarians should think of having flexible pricing structure for services and in public libraries it could be in the form of annual membership subscription. In an academic library, it can be for accessing a certain service like online resources.

- **Place**: It refers to dissemination means, where and how a service or product is made available to the customers (Jose and Bhat, 2007). Place utility is necessary to evaluate, for strategizing on the other 6Ps. The closer the place is to the customer, the higher the probability of purchase. Place in terms of library could be any locations where the patrons could conveniently obtain various library services. This also includes the way in which the service is offered; for example, the offering of an online reference service 24/7.
2.3. THE CONCEPT OF MARKETING AND PRACTICE

Marketing can be defined as the central business that defines what customers want and need and directs the resources of the business to meet these needs. Successful marketers are those who best define and satisfy consumer requirements in the context of the ever-changing marketing environment (Strydom, 2004:1).

In explaining how marketing works, Strydom provides a history of how marketing was offered in early civilization and compares that with the way marketing is offered in our days. He reveals that in early civilization, marketing took place by bartering need-satisfying products owned by one person for a product of similar value owned by another. Eventually, money was developed to serve as an instrument in the exchange transaction as products were now no longer bartered in a direct face to face manner. In this modern economy, the market offering that is given in exchange for money does not consist only of a physical object. Certain services are also required to make the physical object available such as transport and storage. A price that is acceptable to both buyer and seller must be negotiated. The buyer must also be informed of the need-satisfying
properties of the product (Strydom, 2004). Accordingly, the marketing offering must address the following points (Strydom, 2004:2):

- It must be a physical object or a tangible service that the customer would like to have or need;
- The object or service must be distributed in a way that makes it readily available;
- The object must be priced so that the buyer is willing to pay;
- The buyer must have received valuable communication about the object or service;
- The advent of internet has created new opportunities and has marketers to use new ways of marketing available at their disposal;
- Marketing communication tool through internet has made life easy for marketers as they are able to post their business information as well as contact details online where they will be accessible for anyone;
- Personal selling can be achieved through the internet and sales persons can make presentations on products and answer limited frequently asked questions; and
- Distribution: services such as consultation and information services can be distributed via the internet.

Strydom (2004) indicates that for a very long time the field of marketing has been centred on the core concepts of market based transaction. This transaction mainly focuses on sellers seeking buyers and buyers seeking sellers through the process of marketing information, holding inventory, buying, risk taking, transporting and providing finance. Strydom believes that relationship marketing focus has shifted from one-time transaction to an ongoing relationship. The sale is not the end of the marketing process but the beginning of a relationship in which the buyer and the seller become interdependent. The purpose of the relationship marketing is to maintain long-term relationships between the businesses. Relationship marketing advocates that a business exists to satisfy customer needs and wants. As a business starts to implement this concept it becomes increasingly concerned with customer service (Strydom, 2004).

2.3.1. Electronic information products/resources.

The primary role of libraries is to provide products and services that benefit users that will fulfil their information needs. The success of the library depends on the quality of its
products and services. Products vary according to the scope and objective of the library, but they can be identified in physical forms and intangible or electronic forms (Arachchinge, 2002). Library products include books, periodicals, films, audio recordings, electronic information, or access to information held by another library. On the other hand services can also be considered as a product line. These include circulation of library materials, online searching and reference services (Arachchinge, 2002).

For the purpose of this study, the products to be looked at are the e-resources only. Electronic resources represent an increasingly important component of the collection building activities of libraries. E-resource refers to any material that requires computer access. Some of the frequently encountered types are electronic journals, e-books, indexing and abstracting databases, reference databases and others (Johnson, et al, 2012).

Scholars such as Liu (2004:1) have observed that e-resources have become a first and better choice of users when they look for information in the library. As aptly asserted by Wright, (2014) there is, therefore, no doubt that the digital age has changed the way libraries and information centres operate, in that, the storage, retrieval, and access of information resources has been revolutionized. In fact, the change has initiated the library to store books or collection in a remote storage, where users can have access to library collections on a 24/7 basis as long as internet connection is available. Following from this, it is instructive to assert that the digital age now allows users to access electronic documents simultaneously, whereby, one document can be used by many users at the same time. It has also led the library to reduce its budget on the print collection that should be purchased or acquired for the library. This implies that the current digital age now compels libraries to include e-resources, given that the electronic environment is now the first place where the users consult when looking for information. Consequently, academic libraries have thus to adapt to the use of newer technologies so that they can satisfy the needs of patrons and provide them with effective and quality information services. Marketing is therefore at the core of this in academic libraries (Wright, 2014).
2.3.2. Promotional strategies of e-resources in libraries.

Promotion in a library setting refers to methods that can be used to ensure that library users are aware of the services and resources available. This can be done in many different ways such as print and online advertising (e.g. brochures, bookmarks, website announcements), electronic methods (e.g. emails, screen alerts) and merchandise for giveaways (e.g. pens, water bottles) (Mollel, 2013). Kennedy (2011) reveals that electronic communication is a suitable option for communicating with clients on informing them about the availability of e-resources, for example, using social networking tools and webpage alert. Nevertheless, traditional marketing tools can also complement for example, phone calls, posters/flyers, word of mouth etc. In Vasileiou & Rowley’s (2010) study of marketing electronic books in academic libraries, the following were used as promotional tools - library websites, OPACs, personal instruction, emails, word of mouth and information literacy sessions and induction sessions. Ewers (2004), states that in their study to market e-resources, they used newsletters, conducted user meetings and alert services. They published newsletters that informed users about the new databases or journals whenever there was a new subscription. The newsletter was available in both print and digital versions. They also use branding as their strategy to market their resources; they do this by their electronic library (E-LIB) logo on every hand-out.

2.3.3. Human resources, infrastructure and processes in marketing e-resources in libraries.

Jose & Bhat (2007), declare that human resources refer to all library personnel and that human resources are a key factor to the success of a marketing strategy in the library. They also declare that library personnel play a vital role towards the successful delivery of information services. They interact with users on a daily basis and their presentation and general disposition speaks volumes about the image of the library. Jambhekar (2002), emphasizes that for librarians to effectively market library resources, it is expected that physical library buildings should be functional and attractive to users. The arrangement should be inviting and user-friendly to all categories of users. In offering information services, the library personnel are expected to follow the processes and procedures of the library. They should uphold the Ranganathan theory of librarianship which is user focused.
The aim is to see that the right information services are rendered to the right users at the right time in order not to waste user’s time and not to render any information services useless, thus, due process should be maintained (Bamigbola, 2013).

2.3.4. The value of the information to the user

Literature on the value of information to the user deemed it difficult to put a monetary value on information service provided by the library. According to Arachchinge (2002), pricing is one of the most difficult disciplines in any marketing exercise. Library services have always been regarded as free, until recently and now librarians have understood the price potential of services provided by the library. The fact that most library services are free obscures the importance of price in service planning. Dhiman (2009), states that the concept of price constitutes two different types; the monetary price, and the social price. Monetary price implies the payment of a certain sum by the customer, and the social price refers to the additional effort that the customer must make in order to obtain access to a product. According to Sharma (2009), libraries should consider the monetary price and the social price concepts when the price is decided for library products. This should be considered so that the library can reach maximal effectiveness and efficiency in using available financial resources and in the accessibility of relevant information resources (Sharma, 2009).

2.3.5. The distribution channels of e-resources in libraries

According to Arachchinge (2002), distribution of library products refers to ‘When’, ‘Where’ and ‘How’ service is made available to the user. ‘When’ implies the time period in which information is provided. ‘Where indicates the location of the services and ‘How’ constitutes the type of distribution. The place where the library is located is important because, the sighting of the library can have an effect on the user. The Library must be located where it is easily found, easily entered and conveniently visited. Geographical location in the information marketing means the branch libraries and special service points such as mobile libraries. Furthermore, Rowley (2010), emphasizes that distribution channels of the library should ensure the quality of the service, time, convenience, format and priorities of the delivery. Factors like the nature of the output, output format and the speed of obtaining the output are important to ensure the quality of the service delivered.
2.4. THE IMPORTANCE OF MARKETING E-RESOURCES IN ACADEMIC LIBRARIES

The role of an academic library is to provide various information services to the clients. These information services may include e-resources made available to their communities which are primarily the staff and student populations. A university library differs from other research libraries by virtue of its size, range, depth and quality of its collection (Liu, 2003). University libraries are expected to provide different material stock to support their special areas, and large-scale holdings are accumulated over a long period of time. According to Haynes (1996), the academic library is the central hub that supports all academic programs; that represents all disciplines, one place that is organised and integrated and where interdisciplinary aspects of knowledge can be explored. The library is the heart of the university as its role is to support the mission and vision of the university activities such as teaching, learning and research (Nkosi, 2009). The same sentiment is reiterated by Gakibayo, Ikoja-Odongo and Okello-Obura (2013) in Uganda, who emphasize the importance of academic libraries and their critical role in supporting teaching, learning and research as the core mission of the university. In discussing marketing strategies for e-resources, it is important to understand what e-resources are. E-resources as described by Ravichandran and Babu (2008) are all the information and knowledge resources that are available in digital format. These products can be books, journals, databases, DVD/CD ROMS, catalogue and all the other intellectual products available through the computer network and internet. There are some benefits in using e-resources;

- Multiple access is allowed.
- Continuous access at any time and place.
- Instant delivery.
- Saving of shelf space.
- Prevention from damage, loss or theft.
- No shipping and handling.
- Access to out of print materials (Ravichandran and Babu, 2008).

Access to e-resources is made by university libraries to their communities; faculty, staff, students and any other authorized users for activities that support the mission of the university.
2.5. CHALLENGES IN THE MANAGEMENT OF E-RESOURCES IN ACADEMIC LIBRARIES

Electronic information management involves managing information that is recorded, presented in print or electronic medium by using electronic hardware, software and networks (Tonta, 2004). This process involves resource description, strategies and processes, infrastructure, information requirements, and policies guiding access and use of electronic information. According to Rosenberg (2007), many African universities are witnessing a rapid proliferation of electronic networking and use of computerized databases to access information in their libraries. There is evidence of departure from total reliance on print-based information to the use of electronic and digital techniques in information storage and access (Agalo, 2008). In this environment of change there is need for data to be collected on the expectations of the users and their current needs, if they are to make good use of the electronic information sources. There is need to find out what users already know about what the library has to offer in terms of new methods of accessing information and their experiences with electronic information access techniques, so as not only to design information delivery services but also to mount appropriate information literacy programmes to enable users to effectively use these techniques. Kavulya (2004), states that inadequate funding and its accompanying effects such as poor facilities; equipment and resources are a major hindrance to the provision of electronic library services to university communities. Rosenberg, (2007) argues that many university libraries do not have sufficient funds to purchase enough e-resources. This decline in funding has been partly blamed on lack of appreciation of the role played by libraries in the educational process by the academics, students and those in administrative positions in the universities. According to Jotwani, (2014) integral to the plan to market e- resources is a methodology to evaluate its success or failure visa-a-vis the intended objectives. It is very important to measure the outcome and identify what does and doesn't work. He reveals that increasing awareness of e-products and services may be laudable and can do well for both the library and users. Jotwani believes that although awareness can do well for the library and users, what matters is use. Higher usage of a database, e-journal, or chat reference service is good for the library. This can only be known to the library through evaluating e-resources and constant checks of usage. Customer observation can also be a measure that can give an indication as to whether users are satisfied with the products or not. Kassim (2009) believes that satisfying user’s needs in the academic libraries is
the primary objective of libraries and librarians. Kassim argues that technologies, databases and other innovative systems for accessing information have made the library more complicated and challenging for librarians and users as well. One of the challenges noted is the abundance of e-resources that create problems for users and can contribute to user dissatisfaction. University libraries today are faced with challenges on several elements such as mega book stores, online information providers, e-learning and multimedia products, document delivery services, and other competitive sources of information that seem to be threatening the role of academic libraries (Kassim, 2009). As a result, university libraries may have to adopt a more strategic direction in which the creation and delivery of service satisfactions for their users play an important role. There is a need for university libraries to understand the user needs and satisfy their information and research needs, therefore support in ongoing learning activities (Kassim, 2009).

2.5.1. Challenges faced by students in accessing e-resources

Access is acceptable only if the resources can be provided through the availability of computers; network systems; the ability to work with tools; and the network infrastructure that supports quick and convenient connections (Sivasubramaniyan and Batcha, 2012). Furthermore, for efficient use of e-resources one has to have basic computer skills; knowledge of what is available and how to use it; and the ability to define a research problem. The attainment of the above skills and knowledge depends on many factors, such as their disciplines, academic status and ranks, access (hardware and location) to e-resources and training (Sivasubramaniyan and Batcha, 2012).

According to the Research Information Network (RIN, 2011), publishers began to provide online access to articles in scholarly journals just over a decade ago. Various studies have been carried out looking into the use of e-resources by students, academic and research staff in institutions of higher learning. Several studies have been conducted to assess the acceptance and use of e-resources by library users. These studies employed various methods for data collection, such as observation, experiments, surveys and interviews. Similarly this study has adopted the same data gathering instruments which are the self-administered questionnaires and interview schedule. Similarly, in this study the subject matter is
investigating marketing of e-resources aiming at understanding the underpinning issue, which is the use of e-resources, such as databases, the internet in academic libraries focusing on the UNIZULU library.

Most studies have reported high usage of internet resources (de Vicente, 2004; Falk, 2003). Some of the reasons for high usage were attributed to freely available access, the ease of use, and its currency. Contrary to this, online databases have not received equal usage by users (Majid and Tao, 2002; Ibrahim, 2004). Some reasons attributed to low patronage of online databases include lack of awareness to e-resources; lack of time to access; and too many passwords to remember. Studies on usage of other e-resources such as library OPACs, e-books, and subject gateway projects have revealed differences in use. Falk (2003) has reported rapid growth and use of e-books in schools, colleges and universities. Ashcroft and Watts (2004) have mentioned the potential advantages in the use of e-books amongst these include: easier access, speed of publication, space-saving and lower costs. They also highlighted some change implications for e-books in terms of collection development, marketing and evaluation, user education, technological and communication skills. With the rise of these resources, especially libraries with large subscriptions, Cohen and Calsada (2003) mentioned issues such as the management of website lists and the provision of a synchronised search interface for the library’s catalogue.

Togia and Tsigilis (2009) conducted a study at the Aristotle University of Thessaloniki, the largest university in Greece. At the time of the study, the university library offered access to a wide range of e-resources, including over 19 000 e-journals of nearly all major publishers, approximately 400 e-books and over 80 bibliographic databases. The majority of these e-journals, databases and e-books were available through the Hellenic Academic Libraries Consortium (Heal-Link), while the rest were the university’s subscriptions (Togia and Tsigilis, 2009). Through this study, Togia and Tsigilis (2009) found that the vast majority of the participants used Internet resources. Nearly half of the respondents (49.1%), had never used the Educational Resources Information Centre (ERIC), a fundamental resource of education literature. Only 6.8% became familiar with e-resources by attending library training programmes. The main problem associated with the non-use of resources was lack of
adequate searching skills. The above findings suggested limited use of resources by graduate students, mainly due to the absence of basic skills.

Renwick (2005) asserts that the library plays a leading role in faculty academic-library relationships and in instructional services such as orientation and training in the use of library resources. If efficient and effective use is to be achieved, then user training should be intensified and receive full coverage. It is important to note that library staff need to be kept up-to-date, therefore, ongoing training for library staff is crucial as well. In the Caribbean, there was a study undertaken at the University of the West Indies (UWI) which examined the knowledge and use of electronic information resources by medical sciences faculty academics. The aim of the study was to determine the faculty’s academics knowledge of e-resources, access to a computer and use of e-resources available at the Medical Science Library (MSL). The survey considered computer literacy, computer access and location, knowledge and use of e-resources and training needs (Renwick, 2005). It was found that faculty academics had a high awareness of the e-resources made available by the MSL but low use of MSL specific resources supporting the suggested problem of under-utilisation.

Within the African context, similar studies were carried out. Ojedokun (2001) conducted a study at the University of Botswana. The focus was on internet usage by students. The study revealed lack of searching skills amongst the students. In Nigeria, Ukachi (2015) conducted a study to determine the relationship existing between undergraduate students’ information literacy skills and their use of e-resources at the university libraries in Nigeria. Questionnaire and face-to-face interview schedules were used for data collection. The findings revealed that e-resources are not adequately utilised by undergraduate students, because they did not possess adequate information literacy skills for optimal use of e-resources.

Anunobi (2006) investigated the proficiency and impediments to the use of the internet through the students of the Federal University of Technology, Owerri, Nigeria. The aim of the study was to find out how proficient students were, in the use of the internet, and identify factors constituting impediments to its adequate use. The study found that the use of the internet was hampered by a low level of skill in its use.
In South Africa, similar studies have been carried out. Kheswa (2010) attempted to establish how often students use the internet, what they used it for, what internet services students use the most and why. The findings revealed that a majority of students used the internet on campus with less than half of them using it off-campus. Challenges found include limited number of computers in LANs, slow internet connections and restricted access to certain sites and lack of training on how to use the internet.

Soyizwapi (2005) did a study on the use of e-databases by postgraduate students in the Faculty of Science and Agriculture at UKZN. The study sought to establish if postgraduate students used e-databases. It also sought to identify problems postgraduates encountered and awareness on the availability of e-resources. The study found that students used and were aware of the availability of e-databases, through library orientation programmes and through other students. The study concluded that there was a need for training the students on use of databases and a need for improving access for all campuses as well as off-campus users. Another study by Hadebe (2010) attempted to establish which e-databases were used by Masters Students of the Faculty of Humanities, Development and Social Sciences, at UKZN, how frequently they were used, and problems encountered. The research found that students were generally inexperienced in the use of e-databases. The study also found that subject librarians play an important role in supporting the need for end-user instruction on the use of e-databases. End-users were not confident searching a completely new database in which no prior training was provided.

2.5.2. Challenges faced by librarians in marketing of e-resources

According to Chiware (2007) the training of staff in African university libraries can either be through continuing educational programmes or through formal training in library and information science (LIS) and computer science schools. Given the pace of developments in digital library projects and electronic information services provision on the African continent, it is important that management in African university libraries come up with sustainable solutions to training.

According to Adenkule et al. (2007), the use of ICTs in the digital age is one of the challenges associated with Information Literacy (IL). IL is one of the skills that academic
librarians are expected to enhance to users through continuous training. This poses a problem to librarians as they have to deal with users from different backgrounds that have different levels of exposure to the ICT environment. IL is a skill that extends from knowing how to use computers and access information which manifests on the nature of information itself, its technical infrastructure and its social, cultural and impact. This digital age portrays a huge challenge with the emerging innovations in ICTs. There is a need to acquire skills to find, locate and use information from print sources, computer and other storage media. Librarians must be able to plan, use and implement their activities using ICT. To acquire these skills, librarians need education which is ICT-based. This type of education will assist academic librarians in articulating the reasons why ICT must be deployed in their libraries (Onoriode et al., 2012).

The term IL is the ability to define one’s information needs and then to access, evaluate, process and use retrieved information strategically (ALA, 2013). Julien (2001) defined IL as the ability to efficiently and effectively use the information sources. IL includes skills to have access to information, ascertain its veracity, reliability, bias, timeliness, and context. ICT advancements and the use of e-resources, especially the internet promises to improve the flow of information to research and academic communities (Manda, 2005).

According to Idiodi (2005), IL skills acquisition as an aspect of IL may be seen as the process of gaining the tools that assist the development of IL in an individual. Users with low information literacy skills may spend too much time retrieving information, owing to problems they may encounter when seeking information especially electronic information resources (Okiki and Mabawonku, 2013). To retrieve information in the open web, not only formal information skills are needed but substantial information skills. Thomas (2005: 65) observed that sophisticated computer skills do not automatically translate into skills in search and retrieving of information.

ALA (2013) observations are that the concept and practice of IL has not been instilled at grass-root levels in developing countries. Okiki and Mabawonku (2013) undertook a study that sought to investigate the influence of information literacy skills on the research productivity of academic staff in Nigerian federal universities. The findings revealed that
61% of the respondents claimed that their institution libraries did not organise information literacy skill training. This could be considered to be too high. It also reported that 39% of the respondents revealed that their libraries organised IL skill training, 26% stated that the training was done occasionally, 6.8% indicated that it was done annually; and 3.9% indicated that it was done quarterly. These results show that most of the academic staff did not acquire information literacy skills through the training organised by their institution libraries.

In Uganda, the libraries have realised the importance of IL programmes to maximise the use of their very costly e-resources. For users to know the available resources, awareness is very important and also the ability to access and utilise the resources. Access does not usually mean usability (Kinengyere, 2007). In 2005, Makerere University Library organised a training workshop on e-databases, such as HINARI and AGORA. Some of the exercises involved accessing relevant websites on the internet and others were conducted offline. The aim of the workshop was to provide researchers, policy-makers, educators, librarians and extension specialists with the tools to take advantage of this access to high-quality, relevant and timely information on agriculture and health. INASP organised training workshops which attracted all universities in Uganda. The programme focused on ICTs and e-resources management training; delivering information; strengthening national research publications; research and development and monitoring and evaluation of e-resources usage. The workshop also focused on licensing and negotiation skills for librarians. Participants were drawn from several African countries such as Ghana, Uganda, Malawi, Kenya, Zimbabwe and the UK. These workshops were to ensure a balance in the acquisition of the needed IL skills.

In South Africa, institutions who offer LIS have declined in the last few years, mainly due to the merger of higher education institutions. LIS Transformation Charter of 2009, of the National Council for LIS identifies IL education as a priority for academic libraries. Though institutions and libraries are including IL training in their strategic mission statements, it is not always clear what, when, and how IL should be taught (Tiemensma, 2012). The Committee for Higher Education Libraries (CHELSA) conducted a survey in 2011. All of the libraries (100%) offer an IL training programme in their library. Components covered in the programme include: library orientation/basic library skills (95.2%), using the library online
catalogue (100%), using e-databases (95.2%), using the internet (for example, Google Scholar) (90.5%), referencing and plagiarism (95.2%), and other components (47.6%) such as evaluating information, search strategies, identifying keywords and information sources. The majority of respondents (85.7%) did not have the IL programme integrated in all curricula. Most of the IL training programmes (86.4%) were not accredited by the South African Qualifications Authority (SAQA) (Tiemensma, 2012). From this survey it was clear that IL training is a priority on the agenda of most higher education institutions in South Africa, although a number of issues need to be addressed. Challenges of information technology demand that students have essential IL skills, and the programme is on-going. Information technology developments have changed the needs of users, as well as the role of librarians. IL education is accepted as part of the academic librarians’ mission and it needs a strong place in academic programmes and that the best facilitator of this learning is the librarian (Tiemensma, 2012).

2.6. EMPIRICAL STUDIES ON MARKETING OF E-RESOURCES IN ACADEMIC LIBRARIES

Empirical studies on the marketing of e-resources manifests in the various studies that have been conducted on use, access to and awareness of e-resources. The importance and significance of e-resources to teaching and research is widely recognized by several researchers. Many of these studies mainly focused on students, lecturers and scholars’ usage of e-resources and their feelings about usage (Tenpori, 2003). For example, a study by Ray and Day, (1998) revealed that the majority of students felt that using e-resources saved them time; they found e-resources relatively easy to use. Another study by Egberongbe, (2011) showed that the majority of lecturers preferred to use e-resources compared to print resources because they found it less time consuming, even though some of them believed that e-resources can never diminish the significance and importance of the print resources.

In a study conducted by Madhusudham (2010) the findings revealed that in India very few attempts have been made to study extensively the state of the use of e-resources by the university libraries and their impact or influence on academic research. The Kurukshetra University has now expanded its library services by providing e-resources to meet the academic community’s
expectations. It is very relevant and essential to know how research scholars are making use of e-resources for their research work (Madhusudham, 2010). In India, students and academic faculties are aware of e-resources and the internet (Kumar and Reddy, 2014), although the majority of the academic community still use print. Many of the students and academic faculties learned about electronic information sources either by trial and error or through the advice of friends. In addition, various constraints were experienced in searching for information using these resources (Sridevi et al., 2009). Dhanavandan and Tamizhchelvan (2012) carried out a study identifying the availability of e-resource facilities and the mode of access in engineering institutions in Tamilnadu, focusing on library professionals. The study found that more libraries subscribed to e-journals and e-books and few libraries had online databases and CD-ROM database collections. Also, most libraries had internet facilities on their premises. The majority of the institutions libraries had OPACs. However, the libraries were in the process of developing web-based OPAC, subject gateways and websites. Madhusudhan (2010) carried out a study at Kurukshetra University to determine users’ skills in handling e-resources and the purpose of their use. The research scholars who participated in this survey were aware of e-resources and the majority of them used these resources in support of their research and were thrilled at using these sources. Many research scholars learned about the e-resources from their teachers, friends or colleagues. This shows that electronic information sources will continue to be necessary components of the academic community.

2.6.1. Studies on marketing plans and promotion

Marketing of e-resources in academic libraries is an ongoing process that is evolving to support times and technological innovations used at the time. Previous studies focusing on marketing plans and promotion have been reviewed to find out how they were conducted and whether they have improved access and use of e-resources. A marketing plan is a detailed document that provides a cohesive vision and direction for a period of time and the steps that are taken by an institution to identify the targeted market, justifications as to why there is a need for a marketing drive, and evaluations of the techniques used when marketing (Kennedy, 2011). He further states that reasons for marketing and what is hoped to be gained can vary from vague to specific depending on an individual library. It can be from getting the attention of customers, acceptance of new services, enhancement of what is already available
and its value to users, or introducing the culture of web searching. Through the evolution of libraries, due to technological innovations, the need to change the way services are provided to the users has been the core of discussions in many academic libraries. Resnick (2009) states that technology has changed more than the format of resources offered by libraries and has altered library services, collections and patron expectations and as a result, the world of information resources is much richer but also vastly more complicated. Librarians are faced with the task of managing e-resources which are different from print resources. The skills that are required in the complex process of acquiring and providing reliable, discoverable access to e-resources are cross-disciplinary and cross-departmental and are now distributed widely across the organization (Resnick, 2009). This is further illustrated by the job title, E-resources Librarian, a position that did not exist 10 years ago and can now be found in an ever-increasing number of libraries. Broering et al., (2006) opinions are that students would rather search the free web first rather than the library content that has been paid for them, hence the realization of the required approaches to guide students to appropriate content. Marketing e-resources has become an important and necessary task for librarians and libraries. For them to be able to do so, there is a need to understand what marketing entails. For a long time Alford, (2009) contended that there has been a prevailing sentiment that libraries need not promote themselves, as their value is self-evident. E-resources can be problematic from a marketing perspective as libraries need to define a target audience, determine their needs and provide it to them, even though libraries are limited by the products they subscribe to. The first important step in marketing the library’s e-resources is developing a plan. The marketing plan must talk to the goals and objectives of the library. It must answer questions such as your target market, what resources are available for them (Alford, 2009). Another important task is to understand your audience. Alford (2009) gives us an example of a successfully marketed plan by the University of New Mexico where a word of mouth plan was launched. The library did so because they found out that 14% of the users believed what they saw on advertisements, 86% believed a friend, colleague or a trusted individual. Their campaign was aimed at establishing relationships with teaching faculties. In another study conducted by Kennedy, (2011) the university libraries understudied were clear about their targets which were students, library staff, and research committees. In the 24 institutions that were studied only 9 of them did not mention budget as
part of the marketing plan. An assessment of a marketing plan is critical in understanding its effectiveness. This can be done by evaluating and monitoring activities that are part of the drive. However, Kennedy in her literature review noted that most libraries do not have a clear assessment plan as their guiding principle. Betz et al, (2009) gives us an example of a marketing plan that had clear goals, techniques and assessments in place: Scopus database wanted to increase its awareness amongst students. They focused on training students as their trainers and advocates amongst other students. They used appealing techniques such as incentives and giveaways. The statistics of usage showed that the database searches doubled in five months. Kennedy has reviewed literature that spans over 15 years and used 24 documents that defined marketing and it became clear that libraries do not use one definition or approach to marketing. From the documents analysed by Kennedy, (2011) in her research, it was discovered that different approaches to marketing are the result of how it has been described by previous writers such as (Kotler and Levy, 1969) where they describe marketing as embedding skills and active approach that differs from the passive approach described by Wood (2007). Kootz et al, (2006) contend that libraries have adopted an individualized manner of marketing. The authors have summarized Kotler and Levy’s (1969) argument that for effective marketing one requires a consumer orientation instead of a product orientation. Some libraries take time in rethinking their objectives. Research done by Kennedy (2011), showed that marketing plans reviewed were uneven, some libraries did not understand why or what they should market, whereas some had demonstrated sophisticated plans for e-resources in the context of larger library marketing goals. Libraries find it difficult to move away from the mind-set of marketing ‘a library as a place’. Marketing techniques are still focused on physical mediums or items that are put in locations and then they try to connect patrons to those resources. Items such as banners, pencils, posters tie e-resources to the physical library. Kennedy (2011) expects e-resources marketing to rise to a level where they can communicate even with users who may never use the physical library building to access their resources. Another study by Hart (1998) observes that at Texas A&M University (TAMU) a great portion of the library budget goes towards e-resources and services. She focused on the faculty and teaching staff as she wanted to know if the resources were used by the targeted population and if that was not the case, she wanted to determine the reasons for that. The results to the study showed lack of information as the main reason for the low use
of e-resources. She contends that one of the successful marketing techniques is to determine what is needed by the customers that you target. In this regard, she concurs with Kotler and Levy (1969). Hart is of the opinion that services and resources offered must be clearly defined so that they can be easily recognized. From the conducted survey it was clear that 21% of faculty members search databases from their offices not through the library access; they even pay access fees to articles that were freely available in the library’s database. Several university libraries have followed in the footsteps of TAMU to assess faculty use of e-resources, and the results showed inequities in accessing e-resources among disciplines as well as lack of knowledge about library resources. Some libraries blamed low usage of e-resources to the lack of up-to-date equipment such as computers. Hart (1998) also mentions lack of information on electronic resources and services as the contributing factor as well as training on information literacy. Various suggestions were put forward, from online help, written manuals, one-on-one training and frequent short courses. Some users complained that while they are able to grasp what they are taught during training, once on their own they are unable to go forward and that this frustrates them. To market their resources, the TAMU library used various techniques ranging from mail- faculty mail, newsletters, campus mailing system, web page, faculty board meetings, poster displays and help guides. The main obstacle that was found by Hart was lack of information. She recommended that they needed to introduce Liaison librarians who will know the needs of the targeted users, who will inform, instruct and promote e-resources use and build a two way communication between academic departments and libraries. They were to find innovative ways of communication with faculties and develop the trust needed for a sound relationship. Dillon (2003) is of the opinion that e-resources pose a marketing challenge for libraries in the sense that they compete with publicly available resources on the web. According to Dillon (2003), customers are privileged as they are informed through the internet of what is available anywhere in the world. Libraries need to emphasize that they are not just physical spaces but places that can provide a collection of useful e-resources that are not available elsewhere, in a way distinguishing themselves from other information service providers. He is of the view that libraries should make use of the advantage that e-resources are effective and time saving when they market them. With e-resources, users have access to them anywhere if they have computers and internet. It is easy to copy, download and email documents using e-resources.
E-resources also offer options such as saving digital information as well as document manipulation. Marketing of e-resources can lead to a deeper and richer relationship between a library and its customers. Dillon proposed ‘relationship marketing’ which recognizes the importance of providing an ongoing value to the customer ensuring long term quality performance and service delivery. Resources need to be selected to meet specific needs before they are marketed. Focus should be on specialized databases and language should be used through direct advertisements to the particular user groups in order to ensure that populations that use these resources are reached. An emphasis is put on the importance of evaluating marketing efforts with usage statistics.

Many academic libraries spend millions on subscriptions for e-resources yearly, but cannot account for the usage. Dillon (2003) strongly contends that it is the responsibility of librarians to promote and advertise their resources to the users so that they know what is available for them. Users can get the information they need and keep coming back for more. With all the money spent each year on e-resources, it is critical that the service is marketed and advertised successfully. Once the marketing plan is completed, it is very important to put it in action by flooding the market with your message. The more places you reach out, the more likely you will get to your users. Alford (2009) contends that the use of a library webpage maybe another source of getting information to the users. YouTube is another instrument that libraries use to promote their services. They can post videos that will instruct users on how to use library resources and services. Alford gives us an example of the Interval library at the University of Wisconsin, which posted a video that demonstrates a creative way to let students know about the library’s movable shelves.

Myspace and Facebook are some of the instruments that the library can use to reach its audience. Students use social networking sites often. If the students we are trying to reach are on Facebook there is no reason why the library should not be there. Facebook flyers can be a very useful tool. Facebook flyers are advertisements that run on the side of Facebook interface. The flyers that a user sees are based on the community which the user is associated with (Alford, 2009). Branding is very important when marketing e-resources. It is important to ensure that your webpage, the place where your users are mostly likely to access the library resources is branded with your logo on every page. People involved in marketing can
even work with vendor or the database marketing department to ensure that their library name is displayed permanently on their interface. Wikipedia is another way to market resources as most people refer to it. Wikipedia is a place where many people go for information and where many proactive libraries have put links to their collections. An example of the University of Texas Libraries is mentioned where they revamped the use of their digital collections by putting links to their digital resources on six hundred Wikipedia pages. That generated four hundred thousand users for their digital collections (Alford, 2009). Nevers (2007), holds that featuring e-resources from the library homepage is a marketing plan that many academic libraries are currently using. A home page can invite customers to library services.

Kim (2006) discussed how keeping statistics of use can help librarians to make decisions on subscription renewal of databases. Kim believes that this task could assist the librarians in the justification of renewed subscription and the expenses. She also discusses the dangers of not making the students aware of the resources available to them, and has interrogated the usage patterns with the aim to establish if there was any difference in use that could be linked to characteristics such as gender, location of network access, and participation in user instruction in the groups that were studied. In addition, she investigated the reason behind the non-use of 8 databases by asking the users to answer open-ended questions. Kim (2006) collected data using a web-based survey that focused on undergraduates in education, psychology, and information science courses. For the final sample she had 211 responses that were analysed through the use of descriptive and inferential statistics. Kim’s results indicated that there was no relationship between database use and gender, but she found a significant difference in location of access. Kim’s findings revealed that respondents who had accessed the campus network more frequently from home were using subject-specific databases than those who accessed from places other than home. This points to the importance of remote access as an important factor in subject-specific database use.

What can be noted from Kim’s results is that the study demonstrated that library access by more undergraduate researchers was from home than in person. That meant that, these students were not going into the library as often to see banners and displays advertising new e-resources. Kim’s results, gave an indication that the undergraduate image of the library was
more of a virtual one and libraries needed to bring their services and advertisers to the users who were now virtual. One way libraries can do this is by placing these advertisements on the library’s homepage, where users can virtually stay connected to new resources in the library and can access these resources remotely. Sarjeant–Jenkins (2012) believes that academic libraries just like other libraries face budget restraints. Institutions tend to put more budgets on those sections that they believe to be useful and pleasurable. Singh, (2011) in his article ‘Does your library have an attitude problem towards marketing’, describes marketing as an attitude towards customer satisfaction. The focus of marketing is the client and the goal is client satisfaction. Sarjeant-Jenkins (2012) is of the opinion that libraries can attract customers only if they are able to meet their needs. For libraries to meet their needs they must know what their users want and the kind of users they serve. The success is in publicising needed resources and services that attract customers. According to Sarjeant-Jenkins by marketing, libraries show an active consideration of client’s needs. To justify financial and capital resources, libraries need to market e-resources.

Now that it is known that e-resources need to be promoted and that more students are accessing the library remotely, studies involving actual libraries that are using their homepages to advertise content can be explored.

In Tanzania, Manda (2005) conducted research to inspect the usage of e-resources in the libraries of Tanzania. In his research, he explains the initiative of introducing full text journals to the academic community of Tanzania in 2001. In the study, he explored the level of acceptance of these journals in academic and research institutions and tried to establish the reason for the low usage statistics. He wanted to determine the low usage was due to technical problems blocking usage or if users were not aware of the resources or even whether users did not consider the e-resources relevant. The results of the study showed that many users were unaware of the resources while others were not satisfied with the way the library marketed the e-resources. Manda’s findings suggest that most users only found out about the resources when they attended library workshops. Manda states that many students do not visit library homepages unless there is a need to do so. This indicates a need to develop innovative marketing strategies for these resources. More research needs to be done in this area as Manda’s (2005) study revealed that advertising on the library homepage is not
the dominant method of promotion in the use of e-resources. Wilson (2004) discusses the lack of literature in with the field of marketing e-resources. She states that users are using search engines now but once they are made aware of library e-resources and grow to trust them they will be more likely to use them. The responsibility lies with the librarians to promote the resources. Librarians need to promote the resources such that the resources are easily found and easily accessible on the library homepage. Marketing strategies such as bookmarks, newspaper ads, and brochures must be used to draw attention to the library.

2.6.2. Studies on marketing strategies

Marketing as defined by Kotler (1994) is a process that can allow an organization to concentrate its limited resources to grab the greatest opportunities to increase sales and achieve a sustainable competitive advantage. A marketing strategy should be centred on the key purpose that in academic libraries user/customer satisfaction is the main goal. A marketing strategy is a written plan which combines the efforts to plan an information product and product development, and the ways to promote information products and services, how to price information products and services, and their distribution. It identifies the academic libraries marketing goals, and explains how they will be achieved within a stated timeframe. A marketing strategy determines the choice of target market segment, positioning, marketing mix, and allocation of resources. It is most effective when it makes an integral component of academic libraries; strategy: define how the academic libraries will successfully engage customers, prospects, and competitors in the market arena. Kotler stresses that a marketing strategy is a written marketing plan which covers all the functions of marketing from beginning to end. The plan helps the librarian/ information manager to answer the following broad questions:

- What is the current situation regarding the academic libraries, the product or the services?
- Where should the information centre/product/ services be in the next one to five years?
- How does the information centre/product/service get there to realize specific targets?
• How to assess whether the information centre, product or services realize the goals and target set?

According to Kotler (1994) functions of marketing strategy include the following activities to be carried out by the library and information professionals:

- Analysis of users
- Planning new products, marketing plans and target markets
- Implementation of the plans related to marketing control with regard to standards, quality, progress of marketing goals and expected results
- Identification of objectives in line with parent organization’s goals and information centre requirements
- Promoting demand for existing products and services
- Development of new and viable product and services, which have a sound client base.
- Execution of preparatory analysis assists staff in developing a customer-oriented outlook.

Preparation of the plan and the implementation of activities encourage and motivate information staff to develop a proactive stance in the target market.

Veeramani and Vinayagamoorthy (2010) conducted a study that looked into the need for marketing approach in academic libraries in Kuwait. They identified basic reasons why university libraries in Kuwait need to adapt a strategic marketing approach:

- Emphasis should be focused on the customers or a library user wants.
- Library should first determine library user’s wants and then think on how to make and deliver a literature to satisfy those wants.
- Long term goals should be adapted so the service could be extended.

Academic libraries can reinforce the message that the library is a professional enhancement over what is available on the general public web. This can be done through one on one personal contact, through publications, presentations, web pages or any of the library’s varied means of communication. Libraries have a mix of users and programs designed to reach both...
types. Marketing efforts should be investigated if they are directed at self-sufficient independent users who are unlikely to ask for help or at a more casual library user who does not know where to begin (Veeramani and Vinayagamoorthy, 2010). This makes a difference in designing a web page in the way items are into the online catalogue, library publication and approaches librarians take with routine user queries. The key in properly marketing e-resources is in stressing what is available and putting those resources within context so that users can have a grasp of their universe of options. The bottom line regarding marketing of e-resources is that:

- Contents of resources must be available in the library catalogue
- Resources must be explained on the library website
- Librarians must explain the resources and answer the user’s questions.

Lee (1992) holds that displays and exhibits can be used as a marketing strategy to sell products or ideas. Academic libraries can use displays to market their e-resources. Lee believes that exhibits/displays have two goals:

- To educate, enlighten and enrich people
- To increase usage

Displays/exhibits attract library users’ attention and can stimulate them to use the collection displayed. A display will be useless if nobody knows its location, theme and contents, so there is a need for the development of a publicity program. To make a good image of academic libraries, librarians need to establish better communication between the library and the users. Newsletters serve as effective means of communication in this regard. The newsletter needs to inform the users about the display theme, location, content and duration.

According to Gupta (2002) adoption of appropriate marketing and implementation actions in academic libraries lies in confusion as to what marketing entails. As Gupta explains, some librarians view marketing as being about marketing communication, and promotion, whilst others view marketing as customer satisfaction. The Association of Research Libraries provides a useful and context specific definition of what marketing is. Marketing is the organized process of planning and executing the conception, pricing, promotion, and
distribution of ideas, goods, and services to create exchanges that will (if applicable) satisfy individual and organizational objectives. Marketing collects and uses demographic, geographic, behavioural, and psychological information. Marketing also fulfils the organization’s mission and, like public relations inspires public awareness and education (Smykla, 1999).

Schmidt (2007) consistent with the definition proposed above, emphasises the need for a clear understanding of users, the library’s products, and the appropriate place for service delivery, an appropriate pricing strategy, and effective promotional strategies. Many libraries have wonderful services and products but users are unaware of their availability. Vasileiou and Rowley’s (2011) study sought to determine whether the libraries had a formulated strategy for the marketing and promotion of e-books or e-resources. The responses revealed that none of the libraries had a formalised strategy for the marketing of any e-resources. Nevertheless, there was recognition among the interviewees (19 out of 25) that the development of a formulated strategy was needed.

Vasileiou & Rowley (2011) in their investigation discovered a number of challenges that centred on the role of the librarian; budget constraints, lack of a coherent marketing strategy, lack of understanding about teaching and learning issues on the part of librarians. Their overall findings were that there is evidence of marketing actions, and some evidence of innovation and reflection on those actions. However, an organized and strategic approach to promote and market e-resources was lacking. The study also revealed managing tensions between promotion and supply, where respondents echoed these factors; making time to undertake marketing; dealing with the consequences of increased work load as a result of the success of a marketing strategy, and related to this raising expectations and being unable to deliver against those expectations. The most significant finding to emerge from Vasileiou & Rowley’s (2011) research is the dichotomy between strategy and practice. None of the libraries adopted a strategic approach to marketing or promotion of e-resources, yet, on the other hand, most interviewees were able to point to a range of tools used to promote e-resources, and some had plans for improvements in their promotion activities. Vasileiou & Rowley (2011) propose that practitioners should accord priority to; developing a marketing strategy and a supporting marketing communications strategy in order to coordinate
marketing actions, and to ensure that all staff have shared views on key aspects such as audience, message, channels objectives; recognizing and proactively managing the inherent tensions between promotion and marketing and the capacity to respond to increased demand, moderating promotion accordingly, and keeping staff engaged through effective internal marketing; continuing to innovate in relation to the range of promotion tools in use, and reflecting on the integration of service delivery and marketing communication through the digital channel. Particular attention should be paid to the use of promotional tools that facilitate two-way communication with users, and an appreciation of the different roles of different tools for different user groups should be developed; taking a strategic approach to influencing word-of-mouth, both digital and face-to-face, as a means of engaging and communicating with academics and students, and integrating word of-mouth into a wider marketing communications strategy (Vasileiou & Rowley, 2011). Shuling (2007) observes that electronic information has become a major resource in every university library. Emergence of e-resources has changed the way information is handled and managed in the academic environment and in university libraries. In the words of Shuling (2007) with the use of e-resources researchers have access to global information resources relevant to their scholarly undertakings. Lack of current and up-to-date information for research in university libraries can be attributed to poor levels of developing electronic information resources (Afolabi, and Faborade, 2007). Libraries need to be in the frontline of transferring information and technology from the developed world to the developing countries of Africa, university libraries need to be a link between local researchers and their counterparts in the other parts of the world. Through the use of e-resources, this objective can be achieved. Academic libraries have a huge responsibility and a critical role to play in supporting the core mission of the university that is teaching, learning and research. According to Tiefel (2004) most library users are unaware of the quality and variety of information available for them through their libraries. Disciplines were also found to have an influence on usage patterns and preferences, e.g. faculty of Science members were found to have engaged intensively on e-resource use and internet than the faculty of Humanities. Age also plays a role in the usage patterns, where younger students use the resources more than the older.
Bar-llan et al. (2003) found out that gender and faculty rankings have minor influence on e-resources use and internet. However, some other studies on other e-resources give a different explanation on usage. Levy (2001) also agrees and contends that gender does not in any way affect access and usage rather the challenge lies in how users can utilize the appropriate e-resources. For example, there has been a notable high usage of e-resources such as e-books due to easy access, speedy publications, space saving and lower costs owing to the deployment of OPAC regardless of gender (Levy, 2001).

Liew et al. (2000) also argues that while reading an electronic journal is not the same as a printed issue, an electronic document offers more advanced features than a printed format could possibly do. Many factors do influence this such as the attitude of users, the state of ICT, speed, ease of use, and abilities for multiple searches and access outside the library. Knowledge of computers and retrieval techniques is thus required for effective search and this has a bearing on attitudes towards e-resources. Tella and Tella (2003) notes that students that are efficient in computer use are likely to explore more than those with no knowledge at all. Students who are highly self-confident tend to use e-resources more than those with low self-esteem. Pejova (2006) recommended a joint project between developed and developing countries professionals that will develop and enhance information retrieval skills which will lead to massive use of e-resources that are in existence today. Katundu (2002) believes that information literacy has not been well received due to the fact that only librarians are engaged as it is not part of the student’s curricula. Many authors such as Heseltine (2000) believe that a successful literacy programme can be integrated within the curriculum in all disciplines.

Galcibayo, Ikojo-Odongo and Okello-Obura (2013) agree with Nlyidizi (2005) that some students are from rural backgrounds with no experience at all on using computers and as a result they do not use e-resources. As this is a transferable skill useful for future, information professionals need to pay more attention and make every user aware of available resources and search strategies to use. Librarians interviewed at Mbarara University revealed that lack of computer skills is the reason behind non usage of e-resources. Another factor can be lack of awareness amongst students about electronic databases, their relevance and value. Librarians and lecturers need to work jointly to accomplish effective and efficient use of e-
resources. This can be done if lecturers can encourage students to use e-resources for references. This can lead to a number of students being propelled to acquire information retrieval skills. If students are not encouraged to use e-resources by their lecturers they are less likely to attend information retrieval skills trainings conducted by librarians.

Khan and Ahmed (2013) undertook a study to look at user satisfaction with e-resources service in Pakistani university libraries. It is well known that in our days e-resources play an important role in information service delivery in academic libraries. Their objectives were to measure user satisfaction levels with regards to e-resources offered by their libraries. They also wanted opinions from the users about the information literacy classes about e-resources the libraries were conducting. The study showed that the libraries do offer effective e-resources and services because users were satisfied with OPAC, internet, email services and online databases. Users supported the idea of user education course related to e-resources and services. The study also identified problems encountered by patrons in the use of e-resources such as IT infrastructure, lack of IT skills, and noted discouraging attitudes of the library staff when help was needed in the use of e-resources and services.

Owalabi and Ajiboye (2012) are of the opinion that use of electronic information resources by faculty members and students effectively and efficiently helps them to investigate issues, make decisions, solve problems, motivates them to become proactive and provide solutions which support teaching and learning. Use of e-resources gives them access to up-to-date information across disciplines and inspires them to develop new thinking. Rosenberg (2010) states various benefits to using e-resources such as eLearning, 24/7 access anywhere, anytime and information dissemination. Faculty members can reach unlimited number of students, can search multiple files, can save, print and repeat searches using e-resources. Owalabi and Ajiboye (2012) wanted to establish the frequency of e-resource usage, the main reasons for faculty member’s usage of electronic information resources, their preference, and access to e-resources as well as their constraints in the use of these resources. Their findings revealed that the majority of faculty members used e-resources for their research in their academic environments and contribution to their knowledge. E-resources gave faculty members a wide range of opportunities in accessing required information. It was also discovered that bandwidth was the main problem encountered by majority users. Electronic information
resource service is an invaluable asset in education and information handling worldwide and it can be of great benefit to both the students and academics.

Toteng, Hoskins and Bell (2013) undertook a study to assess the use of electronic databases by law students at the University of Botswana library. Their aim was to establish if law students do use electronic databases, which databases they use, their importance, and frequency of usage and how they learnt about the availability of such databases. They also looked at barriers in accessing databases as well as problems encountered when consulting the databases. They limited the study to undergraduate first year students. The results showed that law students were likely to use three databases that were valued as the easy ones to use: OPAC, EBSCOHOST and JUTA Publications. The students learnt about the availability of these databases through friends and library orientation. The library was the common place where they accessed the databases; Problems encountered included slow internet, connection and shortage of computers. The study also revealed that databases were not used to the fullest and it was suggested that the library had to adopt an intensive marketing strategy of databases and provide more intensified training of students. They also suggested that the library should increase the number of computers for student access, and that printers should be made available. The library needed to enhance the awareness of electronic databases by approaching all new and returning students at the beginning of every semester. Librarians needed to utilize student visits to the library effectively and make use of the liaison programme that is between them and academic staff to bring awareness of the databases.

Although libraries have invested a lot on e-resources, studies have indicated that internet is still a major source used by undergraduate students when searching for information. An America Life Project (2006) revealed that the majority of college students used internet more than the library for information searching. A number of studies have looked into the relationship between information and computer competences and information searching skills. Majid and Abazova (1999) found a correlation between computer literacy and usage of the library OPAC. Users with excellent computer skills use OPAC more than those with poor computer skills. Ming-de Wu & Ssu-Tsen-Yeh study showed that not all undergraduate students had enough computer skills to give them courage to use the library’s e-resources. Male students were found to possess higher capabilities than their female counterparts.
However this study revealed that student computer competences had low relationships with library e-resources usage perception. Although male students were more computers competent, they used the library resources less frequently and valued them to be less important. Librarians believed that students had to be computer literate to effectively use the e-resources. This study is a reminder that librarians need not overlook technical competencies and they should update their instruction materials accordingly.

Ibrahim (2009) holds that the sustenance of any university library is determined by providing a variety of resources in its holdings. E-resources are the end product of scientific and technological advances and libraries stand to gain by embracing them in their holdings. They are not only necessary but also valuable for a library to have them. Ibrahim (2009) agrees with other researchers that academics only use e-resources for research, curriculum and self-development. They have not fully implemented the e-resources for lecturing purposes. Like most previous researchers, Ibrahim recommends that libraries should improve and facilitate easy access to encourage more usage, offer induction training for academics and reorientation when needed. University libraries need to fulfil their mission as the support structure for teaching, learning and research. To do that they need to take into account the needs of their users. Collection developers need to do their jobs bearing in mind the importance of users input in the collection development process .It is important to offer what is needed and requested than what is thought to be important by an individual.

2.6.3. Literature review on the importance of marketing e-resources

A study conducted at the University of Northumbria, Newcastle, UK by Ray and Day (1998), revealed that the majority of students felt that using e-resources saved them time and that ERs are easy to use. Another study at the University of Lagos in Nigeria by Egberongbe (2011), showed that the majority of lecturers preferred to use e-resources than print resources because they found it less time consuming, even though some of them believed that e-resources can never diminish the significance and importance of print resources. According to Kamar (2008), marketing of e-resources is important because libraries are able to identify the e-resources that meet the information needs of their clients so as to avoid information overload, and save on time for both the clients and the staff. Furthermore, Akpojotor (2016)
in his studies in Nigeria stresses the increase in the demand for information due to the development of new technologies, thus the availability of e-resources. This therefore makes it important for librarians to identify the e-resources that meet the needs of their clients so as to avoid information overload, and save on time for both clients and the staff. According to (Kaur, 2009; Kennedy, 2011) the emergence of digital information services has posed a challenge for traditional marketing activities as they now seem inadequate. Bamigbola (2013) in her study in Nigeria is of the view that relationship marketing (RM) strategy is effective for marketing of digital information services. Henderson (2005) states high awareness and use of e-resources is centred on a client-oriented approach rather than delivery or sales and this dictates the option for relationship marketing. Folio (2004) states the role of RM is to develop a close relationship between the marketer and the customers. This is key for library and information services because of the nature of their business that requires customer loyalty. The key to maintaining loyalty with library customers is proper communication. For digital information services, e-communication is a suitable channel for the use of emails, social network, web page and feedback forums (Kennedy, 2011). Traditional marketing techniques could be used to complement these. These include word of mouth, phone calls, office visit, collaboration between faculty/librarians, and library users as marketing tools. Physical medium of communication like posters, flyers/brochures, postcards/direct letters and newsletters could be employed where applicable (Kennedy, 2011). RM works well with the information technologies as it allows data extraction using the library management systems. With that functionality, it is easy to target specific customers and promote services to them (Henderson, 2005; Kennedy, 2011). The library management systems have capabilities to organise and store user’s personal data in a central database. The users’ population would be classified in groups in line with their characteristics, the demographic details such as age, ethnic origin, gender, occupation or according to their borrowing characteristics. These would be useful when evaluating the level of usage and appropriateness of the current services, review or termination of existing ones if need arises, and also for decision making in respect of the creation of new services (Henderson, 2005). The library website plays a very crucial role in the marketing of e-resources. According to Kaur (2009), a successful relationship market e-resources is run through open communication channels via the library web such as reference librarians online service –
‘Ask-a-Librarian’; advertising; and feedback from users through the social networking tools and online chat with the users. Marketing on the library website exposes the users to the activities of the library, library interface, where to find information on the site and how to navigate (Nooshinfard and Ziaei, 2011). Moreover, Nooshinfard and Ziaei (2011) quoting Crawford and Gorman (1995) point out that a library website can enable the library of the future to achieve the five Ranganathan’s law of librarianship and adapted it as follows:

i. Libraries 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.

Nooshinfard and Ziaei (2011) state that to attract the attention of users, the websites should use words, pictures, pages, information, timely responses to emails, moderating the delivery process and emergency delivery. Subsequently, Henderson (2005) submits that with relationship marketing the library enjoys the following:

i. No cost of acquiring new customers
ii. Less need to offer incentives to customers
iii. Less price sensitive because loyal customers are pleased with the services
iv. Loyal satisfied customers will recommend the services to others

2.6.4. Studies on challenges faced by librarians in marketing e-resources

Various studies have been carried out on the use of e-resources by students, faculty academic and research staff of institutions of higher learning that highlighted challenges faced by librarians when marketing such resources.

Kennedy (2013) has worked previously with e-resources marketing. She believes in connecting patrons to relevant resources and is concerned as more and more resources are moving from the traditional shelf. Kennedy (2013) conducted a study to determine if the best practices to marketing e-resources can be achieved collaboratively. A group of 100 libraries
were involved but only 35 saw the project to completion. The approach taken for this campaign was to increase the confidence of library staff in their use of e-resources. The study focused on library staff as the first step as it is difficult to promote a product that you do not understand. Patrons trust confident and knowledgeable staff more and are satisfied to use the library with proper assistance. The findings showed that marketing databases to staff had a positive effect on the use of databases in most libraries. Based on the success of this project it was concluded that a collaborative model in marketing e-resources can improve usage and motivate libraries to adopt a clear and well planned marketing campaign. Brannon (2007) shares the same opinion as Kennedy when he points out that another technique that seems to work for marketing e-resources is training library staff as that gives them confidence and they become more knowledgeable about their products. It becomes easier for them to pass on this knowledge to users (Chiware, 2007). Rosenberg (2006) notes that skills in e-resources management, e-services development, full text digitization and teaching skills are lacking in African university libraries. Chiware (2007) believes in training librarians in universities, whether it is through formal programmes in library schools or through workshops and other forms of short courses. It is important that trainees understand the current state and prospects of e-resources in university libraries and other types of libraries as well. Librarians should understand the global trends in digital library projects and the trends in developing economies and more specifically in African countries.

2.6.5. Literature review on customer satisfaction

The following literature review studied literature on user satisfaction of library services. Each year new students enter the learning environment with different needs, expectations and information gathering skills. Millson-Martula and Menon (1995) state that one element of high quality service is the incorporation of users’ personal needs and expectations into the development of programs and service. The concept of user satisfaction in the library literature likewise has evolved to include a broader focus on the users’ perspective of the library. Applegate (1997) defines user satisfaction as a personal, emotional reaction to a library service or product. Bitner and Hubbert (1994) suggest that user satisfaction consists of service encounter satisfaction, the consumer’s dis/satisfaction with a discrete service encounter, and overall service satisfaction as well as the consumer’s overall dis/satisfaction
with the organization based on all encounters and experiences with that particular organization. In addition, a characteristic of service delivery is the simultaneous nature of production and consumption (Zeithaml and Bitner, 1996). Customers are usually involved in some (if not all) of the production processes and therefore have an impact on the outcomes of the service delivery and their satisfaction with it. Bowen (1986), Mills and Morris (1986), and Kelley, Donnelly and Skinner (1990), have shown that participation, or the use of customers as partial employees, can improve productivity for providers as well as improving service quality and customer satisfaction. Gronroos (1990) proposes that service quality can be divided into two dimensions, namely technical quality and functional quality. Technical quality represents the outcome of the service, and functional quality relates to the service process. This study focused on aspects of functional quality. The functional quality has a clear direct impact on technical quality and both have an impact on customer satisfaction and library productivity. The library’s environment can affect students’ perceptions of the manner in which they believe they can use the library, and therefore modification of the environment, in some cases, should lead to an increased usage of library resources by students. In a study by Kassim and Khasiah (2006), respondents were asked in what ways the libraries can serve users’ learning and research needs. The researchers suggest that libraries must provide the latest collection and this appears to be the most common suggestion with about 40.0% of the respondents. 18.9% of the respondents felt that there should be more PCs (16.1%), while 13.3% said staff should be friendlier and knowledgeable.7.5% indicated that the library should organize more workshops on how to find information and 2.8% said it should provide guidance on consultation and research method while 2.0% said it should develop its own internet information. The results of the study by Kassim and Khasiah found that the largest proportion (91.7%) of the respondents think that the library should publish a guide on information searching skills. A large proportion (89.6%) of the respondents also thinks the library should publish library and information related journals. The percentages of respondents who identify other activities are also very high, ranging from 89.4% (for publishing index and bibliographies) to 75.2% (for conducting lifelong learning workshop). However, some of the suggested activities may not necessarily be under the responsibilities of the library. Examples of these are workshops on study methods, study skills, problem solving techniques, examination techniques, critical thinking and lifelong learning. If the
survey on library users reflects the needs of the students in general, the library may take the
initiative to organize activities with the collaborative effort of other relevant faculties or
departments.

2.7. LITERATURE REVIEW DASHBOARD

The literature review dashboard is a systematic review of research on the works consulted, to
identify what is meaningful to different stakeholders and how it can be presented
(Schwedimann, B.A., et al., 2017:30). The literature review dashboard highlights some of the
work that has been looked through to support the study being investigated.

Table 1 Dashboard on Literature reviewed in the study

<table>
<thead>
<tr>
<th>Theoretical Framework</th>
<th>Purpose</th>
<th>Method</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngulube Vithal, Jansen and Jansen (2013)</td>
<td>Theoretical Framework</td>
<td>Literature review</td>
<td>Showed that marketing plans reviewed are uneven. Some libraries do not understand why or what they should market, whereas some have demonstrated sophisticated plans for e-resources in the context of larger library marketing goals</td>
</tr>
<tr>
<td>Gupta and Savard (2010)</td>
<td>Reasons for marketing and what is hoped to be gained can vary from vague to specific depending on an individual library.</td>
<td>Literature review</td>
<td></td>
</tr>
<tr>
<td>Kennedy, M. (2011) What are we really doing to market e-resources?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept of Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madhusudhan (2007)</td>
<td>Use of internet by research scholars</td>
<td></td>
<td>Importance of marketing concepts</td>
</tr>
<tr>
<td>Challenges in marketing e-resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resnick, T. (2009) ‘Core competencies for e-resources access services’</td>
<td>Competency in the skills required in the complex process of acquiring and providing reliable, discoverable access to e-resources</td>
<td>Literature review</td>
<td>More structured and non-structured programmes for training LIS professionals need to be created</td>
</tr>
<tr>
<td>Broering et al (2006) Outreach to Public Libraries, Senior Centers, and Clinics to</td>
<td>The importance of information literacy for easier discovery of relevant e-content</td>
<td></td>
<td>The need to market e-resources</td>
</tr>
<tr>
<td>Improve Patient and Consumer Health Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alford, Emily (2009)</strong> ‘Promoting and marketing e-resources’</td>
<td>The importance of the marketing plan</td>
<td>Success that can be achieved even in using a single tool of marketing if the plan is well executed.</td>
<td></td>
</tr>
<tr>
<td><strong>Betz, B., et al (2009), “Marketing Library Database Services to End Users: Peer to Peer Outreach Using the Student</strong></td>
<td>The importance of a marketing plan that has clear goals, techniques and assessments</td>
<td>Scopus database usage grew</td>
<td></td>
</tr>
<tr>
<td><strong>Marketing Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hart, Chris (2001) Doing a literature search: a comprehensive guide for the social sciences</strong></td>
<td>Successful marketing in line with the customers targeted</td>
<td>Successful execution in service delivery</td>
<td></td>
</tr>
<tr>
<td><strong>Nevers, Shawn G. (2007) ‘Promote your electronic resources: how to get more bangs for your e-resources buck’</strong></td>
<td>Visible Marketing</td>
<td>Success was achieved as a result of a well-executed plan</td>
<td></td>
</tr>
<tr>
<td><strong>Kim, H.S. and Park, Y.J. 2007. An Empirical Study On Marketing Strategies for Improvement of Library Performance</strong></td>
<td>The importance of usage statistics and location to justify library expenses and the renewal process of subscription databases</td>
<td>Most users accessed e-resources remotely than in the library</td>
<td></td>
</tr>
<tr>
<td><strong>Vinayagamoorthy, P. (2010) ‘A study on the need of marketing techniques for academic libraries in Kuwait’</strong></td>
<td>The need for a marketing approach</td>
<td>Emphasis needed to be put on the needs of the users</td>
<td></td>
</tr>
<tr>
<td><strong>Vasileiou, M., &amp; Rowley, J. (2011). Marketing and promotion of e-books in academic libraries.</strong></td>
<td>The need for a formulated strategy for the marketing and promotion of e-books or e-resources</td>
<td>The responses revealed that none of the libraries had a formalized strategy for the marketing of any e-resources</td>
<td></td>
</tr>
<tr>
<td><strong>Katundu, D. (2002) Mainstreaming Information literacy (IL) Across University Curricula</strong></td>
<td>The importance of information literacy</td>
<td>Lack of integrating Information literacy to the curriculum leads to users not being aware of e-resources available for them</td>
<td></td>
</tr>
</tbody>
</table>
Kassim et al, 2009. Assessing customer satisfaction on library services and activities in creating a learning environment

The importance of user satisfaction

Adoption of a more strategic direction in which the creation and delivery of service satisfaction for users play an important role


Training of staff in African university libraries

Better execution of services

2.8. SUMMARY

The literature review has shown the importance of marketing e-resources as it can identify the needs of the users. The benefits to this can also allow libraries to use budgets that were funding e-resources that were not essential for other needs that have been identified. From the literature review, it is evident that there has been a lot of work that has been done in the developed world when it comes to marketing e-resources, however there is very little that has been done in Africa and almost none in South Africa. This is the gap that my study will address by focusing on how e-resources are marketed at the University of Zululand. The literature reviewed indicated a high awareness of the e-resources provided by many university libraries, but also showed that low usage was specific to certain resources. This supports the suggested problem of under-utilization. Many respondents were of the opinion that e-resources were important, but still expressed the need for ongoing training, with hands on practice. Other recommendations suggested extension of e-resources promotions to faculties. With all the money being spent each year by academic libraries on e-resources, librarians need to make sure that these resources are utilized. A marketing strategy is the key to the successful proliferation, under a strategy where we incorporate all the important points like identifying organizational goals, customer analysis, and plan for specific product/services (Singh, 2005). E-resources are both a significant challenge and opportunity for the library. As potential library users continue to become more reliant on the internet, libraries will face one challenge after another as funding agencies question the need to have a library at all. Effective pro-active marketing of the library’s unique abilities to provide professional, focused, personalized e-resources and services are critical to the future of all libraries, as is the library’s need to retain the trust, respect and credibility of its users by not
making extravagant claims or becoming yet another source of forgettable empty promotional tactics (Dillon, 2003).
CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

According to Leedy and Ormrod (2005), research is defined as a systematic process of collecting, analysing and interpreting information in order to increase an understanding of the phenomenon under investigation. The authors believe that research is when a researcher intentionally sets out to enhance an understanding of a phenomenon and expects to communicate what they discover to the greater scientific community. Similarly, Neuman (2006), says that research is a way of finding answers to questions. He further argues that research is a collection of methods people systematically use to produce knowledge. Neuman observes that the terms ‘methodology’ and ‘method’ are often used synonymously. However, he explains that methodology is broader than method and actually encompasses methods. Creswell (2012) defines research methodology as a set of procedures and methods used to conduct research. Creswell’s definition concurs with Neumann’s view that research methods are part of research methodology. According to Blanche, Durrheim and Painter (2006), methodology specifies how researchers may go about practically studying whatever they believe can be known.

Chapter three stipulates the design of the research as the broad aim of the chapter is to explain how the study was planned and executed. The chapter consequently explains what, where, how, when and with whom the study was conducted by discussing the research methodology approach.

This chapter discusses the following as part of the research design:

- Research paradigm
- Research approach
- Research Design
- Population
- Sampling
- Data collection instruments
- Data collection procedure
- Validity and reliability
- Data analysis
3.2. RESEARCH PARADIGM

According to TerreBlanche and Durrheim (1999), the research process has three major dimensions, ontology, epistemology, and methodology. According to them a research paradigm is an all-encompassing system of interrelated practice and thinking that define the nature of enquiry along these three dimensions. Knowledge is constructed in different ways and there are different ways of coming up with knowledge. Therefore, a paradigm is concerned with people’s worldview which involves ontology and epistemology, which include objective or positivist and constructive or subjective approaches. As a paradigm, positivism adheres to the view that factual knowledge is gained through observations, including measurements. Moreover, in positivism, the researcher is independent from the study whereby there is no provision for human interest from the study. This study largely followed the positivist approach as it uncovered and measured behavioural patterns and provided precise statements about the facts investigated. The positivist paradigm allows the researcher to assess results without personal value judgments. Because of that element, it is mostly used in social science. The positivist approach helps the researcher to get answers about the cause of the situation or the problems being studied (Roth and Mehta 2002:133).

3.3. RESEARCH APPROACH

There are different approaches to research and these are revealed in the methods used to observe, measure, and understand the matter that is being studied. There are three approaches to research, namely qualitative and quantitative with the third dimension referred to as the mixed methods approach as it involves both qualitative and quantitative methods.

3.3.1. Quantitative Research

Quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used:

• To describe variables;
• To examine relationships among variables;
• To determine cause-and-effect interactions between variables (Burns & Grove 2005:23).

In a quantitative study, the methods or designs include experiments, surveys, content analysis and statistics (Neumann 2000). In this study, the quantitative method was used to obtain quantifiable data in the following objectives:

• To find out whether academic libraries have e-resources.
• To find out whether academic libraries market e-resources.

3.3.2. Qualitative Research

Qualitative research is conducted in a natural setting where the researcher gathers notes, analyses inductively, and focuses on the meaning of the population/participants/environment (Neuman, 2000). According to Neuman (2000), a qualitative study is an investigation intended to understand a social or human problem. Similarly, Flick (2006) clearly notes that qualitative research is of specific relevance to the study of social relation. The qualitative research approach where participants would respond to open ended questions was used to address the following objectives: open ended questions that would allow the researcher to assess the state of awareness, use and also give an understanding into the marketing strategies used by the library.

• To establish the levels of customer awareness, use and satisfaction with the e-resources service facility.
• To look into the marketing strategies employed by the University of Zululand library so as to determine the appropriate approach to the service.

3.3.3. Mixed Methods Approach

Teddlie and Tashakkori (2003) define the mixed methods approach as a deconstructive paradigm that debunks concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as the truth regarding the research questions under investigation. Teddlie and Tashakkori further define mixed methods as a research design in which qualitative and
quantitative approaches are used in types of questions, research methods, data collection and analysis procedures and/or inferences. According to Johnson and Onwuegbuzie (2004), the mixed methods approach reflects the belief system of researchers that research methods should be determined by the problems that researchers are investigating or the questions answered and the methods to do so, and not by first deciding whether the research is qualitative or quantitative. Creswell and Clark (2011) explain that the basic distinction between qualitative and quantitative data is that qualitative data is obtained with open-ended questions where respondents are not restricted and there are no predetermined categories or scales to collect data, whereas quantitative data is collected with close-ended questions based on predetermined categories or scales. To avoid information overload, which often poses problems in data analysis, the study used questionnaires, and interviews which represented quantitative and qualitative approaches. The mixed method approach was also not considered appropriate for the study as there was not much documentation that had specifically dealt with marketing of e-resources in academic libraries in South Africa.

3.4. RESEARCH DESIGN: SURVEY METHOD

The study used the survey method to assess the status of marketing e-resources as a tool for information retrieval and delivery at the University of Zululand. A survey is defined as a deliberate, well-planned research study of a selected number or group of individuals, with respect to one or more variables (Edwards and Talbot, 1994). It is carried out in such a way as to significantly reduce the error inherent in all social science research by adhering to scientific research principles and methodologies. Franklin (2013) explains that the optimum survey instrument should be the one that generates accurate representation of people’s opinions, preferences or their behaviours. Franklin further states that a good survey should be able to yield information in three broad categories;

- It should report facts such as basic information on demographical details such as gender, age, education level etc.
- It should rate people’s opinions or preferences in response to statements for example levels of satisfaction, agreements and dislikes.
• It should report the intended behaviours where people are asked questions that disclose their motivations or intentions about their certain actions.

Surveys are perceived to be excellent vehicles for measuring attitudes in a large population such as a university. There are different modes of administering a survey, as outlined by Franklin;

• Self–administered survey is when subjects respond to ready-made questionnaires, on most occasions digital. Respondents can be asked longer more complex questions, sometimes visual based. They are most likely expected to answer these questions at their leisure without the influence from others around them.
• Directly administered through one on one or phone interviews. With this method the advantage is greater chances of full cooperation and all the answers are likely answered.
• Online/digital surveys and questionnaires; use of emails, instant messaging, use of social media
• Use of web based survey instruments such as Survey Monkey; can be cost effective

In a survey, the data can be gathered through questionnaires that can either be in a printed, electronic format, or via recorded person-to-person interviews.

3.5. POPULATION

Population refers to the entire group of people to be studied. It can be a person, a group, or an organization. Mouton (1996) identifies a population as objects or cases characterized by having some commonalities that the researcher is interested in. It is important to identify ‘what’ or ‘who’ is being studied as it is a significant factor for analysis in the study. In this study, the unit of analysis were:

• Postgraduate students - Master’s and Doctoral
• Information librarians

Postgraduate students were chosen for this study because of their level of education and their involvement in the use of e-resources for the study, research and academic activities such as lecturing and tutoring. Information librarians were used in this study mainly for their role in the
study investigated. The role of Information librarians is to conduct marketing activities of e-resources which is manifested in different ways.

3.6. SAMPLING METHODS

A sample represents a selection of a few individuals within the population that is being studied. The sample is selected in a manner that allows the researcher enough time to cover the population. Malhorta and Birks (2012) define a sample as a representation of the elements of a target population. A researcher needs to carefully analyse samples in order to see the characteristics of the total population selected. The two types of sampling techniques identified by Neuman (2006) are probability (representative) sampling and non-probability (non-representative) sampling. He explains that with probability sampling, the researcher can determine the chance or probability of an element being included in the sample. This technique gives each and every member of the population an equal chance of being selected for the sample. Examples of probability sampling include: simple random sampling, stratified sampling and cluster sampling. In contrast, non-probability sampling is when the researcher has no way to determine the chances of inclusion of a particular element of the population in the sample. Neuman (2006) further explains that the sample may be drawn depending on a determined size in advance, but there is no assurance of representativeness. Examples of non-probability sampling include: haphazard sampling, quota sampling, snowball sampling, deviant-case sampling, sequential sampling, theoretical sampling and purposive sampling.

3.6.1. Simple Random Sampling

Simple random sampling (also referred to as random sampling) is the purest and the most straightforward probability sampling strategy. It is also the most popular method for choosing a sample among population for a wide range of purposes. In simple random sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that “the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples” (Gravetter, & Forzano, 2011). This study employed the use of simple random sampling. It can be argued that simple random sampling is easy to understand in theory, but difficult to perform in practice. This is because working with a large sample size is not easy and it can be a challenge to get a
realistic sampling frame. Postgraduate students at Masters and Doctoral level were selected and were sent questionnaires. A list of students was based on their active use of the library and its services. These were students who lived on campus and largely used the library.

### 3.6.2. Sample Size

A sample size largely depends on the degree to which the sample population approximates the qualities and characteristics of the general population (Leedy and Ormrod, 2000). Gay and Airasian in Leedy and Ormrod, (2000) recommend the following when selecting the sample size:

- For a small population of less than 100 people, the researcher has to use the entire population; there is no need for sampling.
- For a population of less than 500, the researcher has to use 50% of the population.

Using the guidelines presented above, it can be advanced that the total number of postgraduate students across all faculties was 1800 (UNIZULU Annual Report, 2015/16). However most of the postgraduate learners at Unizulu are part-time and do not reside on campus. This implies that very few had the opportunity to use e-resources at the UNIZULU library. According to library statistics the rate of usage of post graduate students was around 100. In this regard all the 100 that had used e-resources in one way or the other were selected for the purpose of the study. Therefore a census was used to collect data from all the 100 students as shown in Table 3.1 which presents the study population and the sample. Six professional librarians were purposely selected. The study used two different population groups. Each population group had a representative sample that matched each category of respondents. A clear tabulated relationship between respondents, populations and samples is provided below:

#### Table 2 Population and sample

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Study Population Total</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate students</td>
<td>Masters and Doctoral students, total number: 100 on campus</td>
<td>Questionnaires were sent to a total of 100 Masters and Doctoral students.</td>
</tr>
<tr>
<td>Professional Librarians</td>
<td>Information Librarians total</td>
<td>All were used</td>
</tr>
</tbody>
</table>

83 | Page
3.7. DATA COLLECTION METHODS

Data collection is a very important part of the research project. There are many techniques that can be used to gather data, each with its own strengths and weaknesses. However, it is important to choose the method that will provide data that best answers the research question (Polonsky and Waller, 2011). Most popular tools for data collection techniques include questionnaires, interviews and observations. This study opted to use both close-ended (structured) and open-ended (unstructured) questions to ascertain the status of e-resources marketing at the University of Zululand.

3.7.1. Questionnaire

Questionnaires are an effective and popular research instrument of gathering information and have been frequently used in Library and Information Studies, especially for surveying user needs and evaluating services (Grover & Vriens, 2006). According to Grover & Vriens (2006) a questionnaire is a set of formal questions designed to obtain information from the respondent. In questionnaires a researcher’s need for information is translated into specific questions that respondents need to answer. Questionnaires are used as a technique for data collection. In designing the questionnaire, the researcher uses what prompted the research to seek answers from respondents. Franklin (2013) explains that questionnaires can be administered by:

- Asking clear, and easily understandable questions
- Providing a clear estimate of time needed for completion
- Providing a clear and precisely organised and logical questionnaire
- Starting with easier information based questions
- Formulating questions that make sense to the population and respondents
- Allowing expressions of variability
- Mixing up questions between single to multiple answers

Use of open-ended questions in this study was limited and there were closed questions with predetermined responses and Likert scale to indicate strength of agreement with a statement.
The questionnaires were used for postgraduate students. The questionnaires were divided into sections that clearly covered each objective separately. A set of questions were used to measure each variable. The first section of the questionnaire comprised of demographic data of the participants. In any research, demographic data is important for purposes of comparing responses and generating reports for specific groups of respondents. The second section gathered data on knowledge and use of e-resources. The final section of the questionnaire consisted of open-ended questions on recommendations. In the construction of the questionnaires, the researcher adhered to the following guidelines offered by (Malhorta and Birks, 2012):

- Use ordinary words
- Use unambiguous words
- Avoid leading or biased questions
- Avoid implicit alternatives

3.7.2. Interviews

Conducting an interview is the most natural form of interacting with people. According to Blanche, Durrheim and Painter (2006), interviews give a researcher the opportunity to engage with participants closely, offering the opportunity to really understand how they think and feel. Interviews were conducted with the information librarians of UNIZULU library. The questions were asked to gather knowledge on the access, use and marketing of e-resources. Interviews were chosen because the information librarians are a small number that can easily be managed and so it was easy to gain a full understanding of the library processes with regards to e-resources, how they were used, if the users were aware of them and whether they were satisfied. A semi-structured interview protocol was designed to gather data on issues of e-resources marketing, policies guiding the marketing, capacity building and budgets. Correspondence was sent to the participants that outlined the request, purpose of the interviews and the questions that were covered. As noted in Teddlie and Tashakkori (2009), questions for the interviews should be open-ended and allow the generation of considerable information which leads to the reconceptualization of the issues under study. The study used open ended questionnaires. Patton (2002) notes that open-ended questions
allow respondents to express their opinions on their own terms. However, the interview can be influenced by the level of awareness and emotional state of the interviewee, which can cause possible distortion of data as a result of the interviewee being anxious or annoyed at the time of the interview (Patton, 2002). To avoid such situations, the researcher should maintain his/her own knowledge about the subject and let the interview flow.

3.8. VALIDATION OF DATA COLLECTION INSTRUMENTS

Reliability is the degree to which a test consistently measures what it sets out to measure, while at the same time yielding the same results (Babbie and Mouton, 2007). The authors add that reliability is the quality of the measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon. This means that the greater the consistency in the results, the greater the reliability of the measuring procedure (Bless, 2000). On the other hand, validity is a term describing a measure that accurately reflects the concept it is intended to measure (Babbie and Mouton, 2007).

The researcher made use of face validity to determine whether these instruments tended to measure what they were supposed to measure. Before the process of data collection began, a sample of 10 respondents from postgraduate students and three were used to answer the questions developed so as to determine whether the necessary information would be gathered using these instruments.

To ensure validity and reliability in this study, questionnaires went through a review process that ensured an acceptable standard of questioning and phrasing and also provision of optimum coverage of research questions guiding the study. This was done through consultations with the supervisor who was very helpful in ensuring that the reason for the research was not lost in the midst of the process. However, Neumann (2000) argues that perfect reliability and validity are virtually impossible to achieve.

3.8.1. Content Analysis

Content analysis is a systematic procedure for reviewing and evaluating documents, both printed and electronic, in order to elicit meaning, gain understanding and develop empirical
knowledge (Bowen, 2009). Yin (2003) asserts that for case studies, the most important use of documents is to corroborate and augment evidence from other sources. The author adds that documents are most often used in conjunction with interviews and observations to develop a better understanding of the phenomenon of interest and the context in which that phenomenon occurs. The study reviewed content from books, annual reports, print and online articles on marketing of e-resources in academic libraries, and websites to get and understand the topic at hand; e-resources marketing. The content was used to establish whether other academic libraries marketed e-resources to their clients. The review looked into planning and implementation, the techniques used to market the resources and how they evaluated their marketing strategies. The importance of library services marketing was also looked at.

3.9. DATA COLLECTION PROCESS AND PROCEDURES

Before the process of data collection was done, researcher pretested the questionnaires to make sure that the targeted population understood the questionnaire and also to determine if the questionnaire was able to obtain relevant data towards the study. Babbie (2007:256-257) agrees that data collection tools, especially questionnaires, should be pre-tested to rectify errors, mistakes and ambiguous questions that may not be easily understood by respondents.

The researcher collected a great amount of data that is more than 50 percent from the field using (structured) and open-ended (unstructured) questionnaires, and interviews from postgraduate students and librarians at UNIZULU. Not all the questionnaires sent to postgraduate students were returned. However the responses received were enough and justifiable for the researcher to continue with the research.

3.10. DATA ANALYSIS

After the data was gathered, the next step was to analyse and interpret it in order to report the findings of the research. Data analysis is the process of looking at patterns, finding similarities and themes from data, and drawing conclusion with regards to the study findings (Bernard 2013:394; Mouton 2002:111). Malhorta and Birks (2012) describe data analysis as a technique that produces information that helps to address the problem at hand and support effective decision making. It examines, categorises, tabulates, tests, or otherwise recombines both
quantitative and qualitative evidence to address the questions of a study. The data collected was analysed qualitatively and quantitatively using Microsoft Excel software. Microsoft Excel is a spreadsheet developed by Microsoft for Windows. It has various features like calculations, graphic tools, pivot tables and more. Bar graphs, pie charts, and tables were generated and used to present the findings.

3.11. ETHICAL CONSIDERATIONS

Ethics are principles of conduct that are considered correct by a given profession or group (Bailey 1994). Researchers must be honest because collecting objective and accurate data in a socially responsible way is essential in scientific research. Social scientists are required to follow certain standards of behaviour in collecting data.

This study adhered to all ethical UNIZULU guidelines outlined: http://www.unizulu.ac.za/wp-content/uploads/2017/08/RI-P3.pdf

- Research shall be conducted with scholarly integrity and excellence;
- Researchers shall disclose any conflict of interest;
- Research results that have scientific merit shall be published, in a timely and competent manner thereby recognising society’s right to have access to research findings and information;
- Compliance standards and procedures shall be transparent and evenly applied;
- Researchers must only engage in research which falls within the ambit of their expertise and which complies with acceptable ethical standards.

All sources used in the study were acknowledged and a general picture of the collected data was presented at the analysis stage and ensured the confidentiality and privacy of the respondents. Consent was also sought from the respondents prior to their participation. The respondents were informed of confidentiality when given the questionnaires, with further written assurance on the questionnaires of confidentiality and the freedom to choose to answer questions. Research tools were pre-tested to ensure that any inappropriate questions are avoided. Pre-testing research questions ensured that research questions were specific, researchable, interesting to the
researcher and that they encompassed the expected content. The analysis and reporting of the results ensured that the identities of respondents remained anonymous.

3.12. SUMMARY

This chapter provided an outline and background to the research at hand. The researcher discussed the method and methodology used with justification where necessary. The researcher identified and discussed the research design, research methodology, population of the study, sampling methods, data collection and data analysis. The chapter also discussed data collection methods and how data is analysed in this study. Ethical issues were also discussed.
CHAPTER FOUR: PRESENTATION OF THE FINDINGS OF THE STUDY

4.1. INTRODUCTION

The previous chapter discussed the methodology that was used in this study. This chapter presents an interpretation and analysis of the data gathered. The collected data was analyzed, classified and tabulated by employing SPSS and Microsoft Excel packages to get descriptive statistics.

The findings respond to the following research questions:

- What is the status of the University of Zululand library plans and programmes to market and promote the use of e-resources?
- What are the electronic information products offered and how are they delivered to postgraduate students?
- Which promotional strategies are employed by the University of Zululand library?
- Which infrastructure, human resources and processes are involved in the marketing of e-resources to postgraduate students?
- What value do the e-resources add to postgraduate students?
- What are the challenges faced by both librarians and users in delivery and access of e-resources as a library service?
- What should be done to improve the University of Zululand library marketing strategies?

Data analysis is the process of bringing structure and meaning to the mass of collected data (Marshall and Rossman, 1999:150). Data analysis is a process which inspects, cleans, transforms, and models data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. In this study the data was collected using semi-structured questionnaires with participants (Master’s and Doctoral students) to understand their knowledge about e-resources; how they access them; if they were using them; and how they are made aware of them. Information librarians were interviewed with regard to the role of marketing e-resource for access, use and delivery.

4.2. RESPONSE RATE AND PARTICIPANTS PROFILE

The targeted population was 100 postgraduate students and six information librarians. A total of
100 semi-structured questionnaires were distributed to postgraduate students. Out of a total of 100, 71 questionnaires were completed and returned to the investigator. All six information librarians were interviewed. A total of 71 out of 100 postgraduate students responded, representing a response rate of 71%; and all six librarians responded, thus representing a response rate of 100%. Bobbie and Mouton (2001:261) posit that a response rate of 50% is considered adequate for analysis, while 60% is good and 70% is considered very well. This implies that the response rate for this study was more than adequate.

Table 3 Questionnaire response rate (n= 71)

<table>
<thead>
<tr>
<th>Female</th>
<th>Master’s</th>
<th>PhD</th>
<th>Total</th>
<th>Male</th>
<th>Master’s</th>
<th>PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>20-30</td>
<td>13</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>31-40</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>31-40</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>41-50</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>41-50</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>51-60</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>51-60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand total</td>
<td>22</td>
<td>9</td>
<td>31</td>
<td>Grand total</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
</tbody>
</table>

4.3. BIOGRAPHICAL INFORMATION OF THE RESPONDENTS

The researcher distributed 100 questionnaires to masters and doctoral students and 71 copies were returned, i.e. only 71% of the targeted student population responded. In this study a good response rate of 71% was received allowing the researcher to make generalizations about the total population. The demographic characteristics of students included gender, race, age, faculty, level of study and computer skills level. With regards to gender, a total of thirty 31 females, twenty two (68%) registered for Master’s and nine (33%) Doctoral students participated in the study. There were 40 males with 21 (62%) registered for Master’s and 19 (38%) for Doctoral studies.
In terms of age and gender, more than half of the participants, i.e. 18 (68%), were of ages 20-30 and were female, while 19 (62%) in the same age group were male.

The demographic characteristics of librarians interviewed were age and gender. Six female information librarians were interviewed. The interviewees in the age group 20-30 (1), 31-40 (2) and 41-50 (3).

4.4. THE STATUS OF THE UNIVERSITY OF ZULULAND LIBRARY PLANS AND PROGRAMMES TO MARKET AND PROMOTE THE USE OF E-RESOURCES

Marketing e-resources requires a plan that encompasses input collected from the library stakeholders (Jotwani, 2014). The plan is expected to include the goals and objectives of marketing, communication channels and appropriate marketing techniques, and evaluating the plan. From the findings, it is noted that the University of Zululand library does not have a documented plan on marketing e-resources. However, there are strategies in place that are used and they fit in well to the institution needs. The librarians have indicated the lack of a marketing plan as a major challenge. One of the librarians stated:

Figure 2 Biographical information

![Biographical Information Chart](image-url)
“In the library the ideal situation would be to have someone whose role is solely dedicated to marketing library products including e-resources. In that way the library will have a planned document for marketing services.”

Understanding the users is also an important part in the plan of marketing e-resources.

4.5. **WHAT ARE THE ELECTRONIC INFORMATION PRODUCTS OFFERED AND HOW ARE THEY DELIVERED TO POSTGRADUATE STUDENTS?**

In order to ascertain the knowledge of e-resources by the respondents, the researcher asked about the types of e-resources provided by the library. Question 5 and 6 sought to establish whether the students were aware of the e-resources provided by the library.

The questions sought to establish the e-resources the library had. The respondents were asked to choose from a provided list the resources that the library had, and were asked to choose more than one answer where there was more than one resource. They all indicated that the University of Zululand library had all the e-resources that were in the list of options. Figure 3 shows the librarians responses when they were asked to indicate the electronic products that were mostly used by students and the ones which were least used by students. From the responses given, most students used e-databases 6 (100%), e-journals 6 (100%) and e-books 4 (66%). The least used resources were the DVD/CD ROMS 1 (16%).

![E-resources and usage](image)

*Figure 3 Graphical presentation of e-resources and usage*
As shown in Figure 4, the study established that 44 (61%) of respondents were aware of e-tools. E-tools included e-resources such as: e-catalogue, e-books and DVD/CD ROMS. A total number of 34 (47%) used the reference databases such as Encyclopedia Britannica and the Institutional Repository (IR). It was observed that the Science based databases such as ScienceDirect, Springer link etc. were highly used with a total number of 45 (63%) respondents. Economic and Management Sciences, Law and General Databases followed with a total number of 38 (53%) each. The respondents were asked to indicate their level of awareness on the types of e-resources that the library has. In this instance, the respondents were provided with a list of the e-resources in their library and were asked to indicate their levels of awareness by selecting more than one answer as the case applied.

Figure 4 Levels of awareness on e-resources
4.5.1. **Knowledge on the availability of the e-resources**

Question 7, a multiple response question, sought to establish how students had found out about the library’s e-resources. The question was asked in order to find out whether the librarians are doing enough in marketing e-resources to their clients. Figure 5 shows that most users know about e-resources through the library orientation which is organized by librarians.

From the figure above, 71 respondents, a total of 42 (40%), indicated that they got to know about e-resources through the library orientation, 27 (26%) students indicated that through the library website and 18 (17%) said they got the knowledge through friends. Furthermore, 15 (14%) respondents indicated that they got to know about e-resources through the library brochures while three (3%) indicated that they got to know about the e-resources through other means such as word of mouth. The respondents were further asked if they are able to access these resources on their own. Question 8 sought to establish whether the students had sufficient skills to access the e-resources.
From Figure 6 a total number of 38 (54%) respondents agreed that they are able to access the e-resources on their own, whilst 32 (45%) felt that at times they are able to. Only one (1%) responded that they are unable to access the resources alone.

4.6. WHICH MARKETING STRATEGIES ARE EMPLOYED BY THE UNIVERSITY OF ZULULAND LIBRARY?

The findings in this section responded to objective two which sought to investigate marketing strategies used by the University of Zululand library.

4.6.1. Marketing strategies employed by the UNIZULU library

Question 18 sought to establish the marketing strategies used by the UNIZULU library to
market their electronic resources. A multiple response question, allowed the students to make selections on the marketing strategies employed by the University of Zululand library for e-resources. Figure 7 represents the findings below.

The findings revealed that students were aware of the strategies used by the library. The following figures represented their awareness.

Table 4 UNIZULU marketing strategies and awareness

<table>
<thead>
<tr>
<th>Marketing Strategy</th>
<th>No. of respondent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Notices</td>
<td>17</td>
<td>24%</td>
</tr>
<tr>
<td>Flyers</td>
<td>19</td>
<td>27%</td>
</tr>
<tr>
<td>Librarian Office</td>
<td>23</td>
<td>32%</td>
</tr>
<tr>
<td>Library Week</td>
<td>22</td>
<td>31%</td>
</tr>
<tr>
<td>Library Website</td>
<td>35</td>
<td>49%</td>
</tr>
<tr>
<td>Faculty Board Meeting</td>
<td>22</td>
<td>31%</td>
</tr>
<tr>
<td>Displays</td>
<td>31</td>
<td>44%</td>
</tr>
<tr>
<td>Library Orientation</td>
<td>35</td>
<td>49%</td>
</tr>
<tr>
<td>Emails</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>Workshops</td>
<td>53</td>
<td>75%</td>
</tr>
<tr>
<td>User Education</td>
<td>21</td>
<td>30%</td>
</tr>
</tbody>
</table>

Table 4 shows the marketing strategies that the respondents were aware of and the percentages of awareness. The librarians were asked to indicate how they marketed e-resources as it was necessary for them to raise awareness about their availability so as to promote usage. The response from the librarians shows that marketing is done quarterly.

When librarians were asked of the marketing strategies they used, their responses are captured in Figure 8. The responses show that a total of six indicated that they used the library orientation. Four librarians admitted to using the library Facebook page to the use of emails, displays and attending faculty board meetings. Four librarians deemed these strategies effective for them. When asked to state the reasons for selecting the strategies they selected, their responses revealed that they chose strategies that were most convenient, that covered a larger audience, and that conveyed the messages faster. The librarians were asked if they have conducive infrastructure and personnel to conduct the marketing of these resources. In this case the question was asked in order to establish if the library had enough
equipment to support the provision of e-resources. In some academic libraries there is provision of gadgets such as laptops and tablets that are available on loan purposes. These gadgets are usually offered as additional tool to main and foremost facilities such as computer labs that are a norm in academic libraries. All the librarians interviewed revealed that they had one computer lab that took up to 30 users at a time, and they considered that not enough. This lab was only used for instructional purposes. They sometimes had to make use of the university computer labs if they wanted to cover a large audience. The librarians revealed that securing the use of computer labs was not easy as computer labs were busy and used for teaching and learning.

4.6.2. Satisfaction of users on marketing of e-resources

Question 19 sought to establish the respondent’s levels of satisfaction in the manner the e-resources were marketed to them. Figure 9 shows the highest number of males, 27 (38%) males and 15 (21%) females attesting to their satisfaction with the way the e-resources are marketed to them. This is followed closely by females, 15 (21%) and males, 12 (17%) responding that sometimes they are satisfied with the way e-resources are marketed.
4.6.3. Are the library staff trained in marketing e-resources?

Librarians were asked to comment on staff training in marketing of e-resources. This question on the training of staff sought to establish whether they had any formal training in marketing, as this was important for effective delivery of their service. The librarians revealed that they were in charge of marketing e-resources. Out of six librarian respondents, four (66%) revealed that they did a marketing module in the Library and Information Studies programme. Two respondents (33%) indicated that they had no formal training in marketing, but they do market e-resources as part of their job description.

4.7. HOW ARE PRODUCTS DISTRIBUTED AND DELIVERED TO POSTGRADUATE STUDENTS?

Question 9, a multiple response question, sought to establish the infrastructure, delivery and distribution of e-resources to students. Figure 10 illustrates the facilities used to access e-resources and it reveals that some respondents used more than one place to access e-resources. The majority of students whose response was affirmative accessed the e-resources mostly in their residences 18 (25%), followed by 17 (23%) who used the computer labs, while a similar proportion accessed the e-resources in the library (17 (23%)). Some respondents indicated that sometimes they used the library (17 (23%)) and the computer labs (17 (23%)). It was observed
that the most participants preferred to access e-resources from the library, computer labs and on campus residences as the relevant facilities and tools are readily available. Students who are in residence can also access library e-resources any time they need.

4.7.1. **Frequency of access of e-resources**

The frequency of using e-resources is an important indicator of how they are utilized (Liu, 2006). Deng (2010) views access to e-resources as of great importance to a library. An understanding of the frequency in e-resource access and where such access takes place can assist in developing proper strategies and policies for libraries.

Question 10, sought to establish how often the students used the e-resources. The use of e-resources has become an important key of academic libraries. This is because more up-to-date information can be accessed anywhere across all geographical boundaries. Libraries are under immense pressure to prove the importance of their existence and remain as the lead role players in information provision. E-resources provision has grown to become the most significant part of library collections, thus adding value to the resources of the library. A good budget is key to building a good collection of e-resources. A study that will determine the needs of the users, is key and will give an indication on what will be acceptable, and used easily. Figure 4.10 reports on the frequency in accessing e-resources. As shown in Figure 11, the findings were that a number of respondents were using the e-resources daily according to age groupings; the highest was age group 20-30 with a total number of 16 (22%). This group was followed closely by the age group of 31-40 with 14 (19%) respondents who used the e-
resources. Respondents who used the e-resources occasionally were 10 (14%) in the ages 20-30 and five (7%) in the ages of 31-40. Respondents in the age group 41-50 and 51-60 showed the lowest rate of use.

### Figure 11: Frequency in the use of e-resources

<table>
<thead>
<tr>
<th>Age group and frequency</th>
<th>Daily</th>
<th>fortnightly</th>
<th>None</th>
<th>occasionally</th>
<th>other</th>
<th>weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-60</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>14</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>16</td>
<td>10</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

4.8. WHAT AREAS DO E-RESOURCES ADD VALUE TO POSTGRADUATE STUDENTS?

According to Moyo (2004) there are various situations in which a user uses e-resources including: publishing in scholarly journals, undertaking a research project, writing a thesis or dissertation, performing a routine task and performing a new task. E-resources add value to postgraduate students by successfully providing essential information that helps them to achieve their various functional activities, from leisure reading to research, assignments and more. A multi response Question 11 sought to establish the areas of postgraduate’s studies where the use of e-resources added value. Although there were different reasons cited, most respondents 67 (94%) revealed that the value add for e-resources was in research activities. Other respondents benefited from the e-resources in various areas; 28 (39%) for self-education, and 21 (30%) used the resources for assignments. Respondents who used the resources for publishing were 20 (28%) while 17 (24%) used the resources for seminars or workshop presentations. From the
responses received, it was observed that 11 (15%) of the students accessed e-resources for entertainment. Furthermore it was noted that the use of e-resources by users was associated with different work aspects and this was observed by Rehman & Ramzy, (2004) who stated that the benefit of using e-resources is multi-dimensional. The survey questionnaires were designed to allow multiple responses to display the multi-dimensional benefits of using e-resources. The number of responses to the purpose of using e-resources is represented in Figure 12 below.

![Purpose of resources](image)

**Figure 12 Value add of e-resources in the library**

### 4.8.1. Accuracy and relevance of e-resources

Questions 12 to 17 sought to establish accuracy, relevance and satisfaction of respondents in the e-resources by the library. It is common knowledge that users prefer to use the internet when doing their research (Moyo, 2004). It is imperative for libraries to market their e-resources and ensure that the content is relevant and accurate. This will not only help the libraries in keeping their clients but also for accountability in terms of financial expenditure. Libraries allocate huge chunks of their budgets to e-resources. It is important that the e-resources are used and valued by the end user. The study established that a total of 42 (59%) respondents regarded the e-resources as relevant and accurate, followed by 27 (38%) that felt that sometimes e-resources are accurate and relevant. Only two (3%) respondents felt that the e-resources are not accurate and relevant as illustrated in Figure 13.
4.9. **HAS THE MARKETING OF E-RESOURCES IMPROVED THE USE OF THE LIBRARY COLLECTION AT UNIZULU?**

The librarians were asked to evaluate if the marketing of e-resource had improved the usage of the resources. Higher usage of a database, e-journal, or e-book is a good indication of the success of a marketing campaign. The statement below was taken from the views of one of the interviewed information librarians:

“*Usage has increased as observed through statistics but there are issues with off campus access which is being looked at as we speak*”.

The librarians indicated that the use of these marketing techniques has improved the usage of e-resources and that has been proven by the usage statistics they generate to assess their marketing campaigns. Librarians indicated that workshops were appreciated by both students and academics. Improved student performance, was an eye opener for academics and e-resources were found to be useful, informative and relevant. Most of the participants found the facilities appropriate but inadequate. As shown in Figure 14, the study revealed that respondents knew about the e-resources that were available in the UNIZULU Libraries. The respondents were
generally aware of e-resources and they access them in different locations, from the library, residences, computer labs, etc.

4.10. WHAT ARE THE CHALLENGES FACED BY LIBRARIANS WITH REGARDS TO MARKETING E-RESOURCES AS A LIBRARY SERVICE?

In order to understand the challenges with regards to marketing of e-resources, Question 21 a multiple response question was asked to establish the challenges faced by respondents in accessing e-resources at the university of Zululand library. From the results in Figure 15, the majority, 42 (59%) respondents, indicated that poor network was the major challenge to access and use followed by low bandwidth (36 (50%)) and expensive printing (26 (36%)). Other challenges of a lesser degree were students not trained (14 (19%)) and the non-availability of librarians (8 (11%)).
The librarians’ question that sought to establish challenges faced by the librarians in terms of marketing e-resources yielded different results. They cited challenges that were different from those of the students.

From Figure 16, it is clear that five indicated the lack of a marketing plan as a major challenge, followed by computer literacy (four). Challenges in dealing with part time students was also highlighted (one). The challenge was that not all part time students were virtual. That meant the only time they visited the library was over weekends when the librarians were not working.
4.11. WHAT SHOULD BE DONE TO IMPROVE THE UNIVERSITY OF ZULULAND LIBRARY MARKETING STRATEGIES?

A follow up question to the challenges faced by librarians in marketing e-resources was asked. Question 22 sought recommendations on what the library could do to improve its marketing of e-resources. As shown in Figure 17, the majority, 54 (76%), of respondents indicated that the infrastructure should be improved, followed by 47 (66%) respondents who recommended that other promotional strategies should be explored. 33 (46%) respondents recommended that individual trainings should be done vigorously. The lowest number of respondents, 16 (22%), indicated that librarians should be trained on marketing e-resources, and two (2.8%) respondents suggested other means of training such as online tutorials and videos. By infrastructure the respondents meant the physical space and equipment that the library needs to market e-resources. As mentioned in the challenges, the library did not have sufficient space and equipment to conduct bigger sessions when marketing e-resources. They have to lease areas such as computer labs.

Figure 17 Improvement of marketing e-resources in the UNIZULU library
4.12. SUMMARY

This chapter presented the results of the study which set out to evaluate the marketing of e-resources as a tool for information retrieval and access at the University of Zululand. The results of the study have sufficiently answered the key research questions of the study. Questionnaire results presented the background information of the respondents, their use of electronic databases, their level of awareness and satisfaction with the marketing of e-resources. A positive attitude towards the use and value of e-resources was noted. This was evident in the high proportion of participants who responded positively to using e-resources. The high frequency of use and high response to awareness of e-resources also attests to the success in marketing of these resources. The results also provided the views of the librarians and what they thought about their marketing services. The study revealed that Masters and Doctoral students were aware of the e-resources that are made available by the UNIZULU Libraries and were actually using them for their research projects. A number of problems and experiences in the use of databases by postgraduate students were discussed. Problems ranged from infrastructure, a lack of information literacy trainings and poor network. Even though most respondents used e-resources, challenges were also met. The librarians who are at the core of rendering the service were also faced with challenges such lack of computer skills and dealing with part-time students.
CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS

5.1. INTRODUCTION

In this chapter, the findings of the study are discussed. The purpose of the study was to investigate the marketing of e-resources as a tool for information retrieval and access at the University of Zululand. The study attempted to answer the research questions of the study as noted in Chapter one. Therefore, the order of the discussion in this chapter follows the order of the key research questions of the study.

5.2. WHAT IS THE STATUS OF THE UNIVERSITY OF ZULULAND LIBRARY PLAN AND PROGRAMMES TO MARKET AND PROMOTE THE USE OF E-RESOURCES?

The main goal for UNIZULU library pertaining to marketing e-resources is to improve the utilization of e-resources by all its users, in order to improve the quality of their academic and research output which will be beneficial to the institution and the country at large. From the librarians interviewed, five indicated the lack of a marketing plan as a major challenge. From the findings it can be clearly stated that UNIZULU libraries have not developed a well-documented formal marketing plan, and have not worked out any marketing schedule. However, they follow ad hoc marketing strategies suitable to their institutional requirements. UNIZULU library’s marketing strategy is informed by the rise of needs and are time specific. For example, in LIS there are thematic events like library week, research month. These themes guide the UNIZULU library on what the marketing should focus on within the specific period. Libraries are going through a period of paradigm shift. According to Khanchandani & Hasan (2016) marketing of library services is the only solution and commitment towards a well-executed marketing plan and can strengthen the use of e-resources in an institution. Asemi and Riyahiniya (2007) in Msagati (2014) concluded that awareness of e-resources plays an important role in influencing the use of e-resources. Awareness and use of e-resources can be indicators of a successful e-resource’s marketing. This is supported by the findings on awareness and use of e-resources platforms by respondents in this study. The e-resources were grouped and it was observed that 44 (61%) of the respondents were aware of e-tools. E-tools include e-resources such as e-catalogue, e-books and DVD/CD ROMS. A total number of 34 (47%) used the reference databases such as
Encyclopedia Britannica and the Institutional Repository. It was observed that the Science based databases such as ScienceDirect, Springer link etc. were highly used by a total of 45 (63%) respondents; Economic and Management Sciences, Law and General Databases followed with 38 (53%) respondents for each.

5.3. WHAT ELECTRONIC INFORMATION PRODUCTS ARE OFFERED AND HOW ARE THEY DELIVERED TO POSTGRADUATE STUDENTS?

The respondents were asked about the e-resources available at the University of Zululand library in order to establish if these resources existed. This question was also aimed at uncovering the types of e-resources they knew and if they used them. The question also sought information regarding the place where they access these resources. From the responses given, most students used e-databases (six (100%)), e-journals (six (100%)) and e-books (four (66%)). The least used resources were the DVD/CD ROMS (16%). It was also observed that these resources were mostly accessed in the student residences (18 (25%)), followed by 17 (23%) who used the computer labs, while a similar proportion accessed the e-resources in the library (17 (23%)). Some respondents (17 (23%)) indicated that sometimes they used the library and the computer labs (17 (23%)). The extent and the manner in which the e-resources were used at the University of Zululand libraries corroborate Shukla and Mishra (2011); and Kaur (2009) findings who indicated that high use of e-resources indicates awareness by users. According to Deng (2010), providing access to e-resources is of great interest to a library. Libraries need to understand where their e-resources are accessed so that they can develop strategies and policies for the establishment and development of technology infrastructure for storing and distributing e-resources in an effective manner that would suit the users. Studying frequency of usage can give the library an indication on the success or failure of marketing as well as which products the marketing should mostly focus on. According to Soyizwapi (2005) findings, EbscoHost and SABINET were the mostly used databases on the list of e-resources listed. She mentioned that the reason why these databases were mostly used is that they are multidisciplinary and they provide full-texts. SABINET being a South African product remains popular since it provides access to Southern African information resources. Also in Thompson’s (2004) study, SABINET and EbscoHost databases accounted for most of the use. The findings of this study indicate that the Science based databases such as ScienceDirect, Springer link etc. were highly used with a
total number of 45 (63%) respondents. Economic and Management Sciences, Law and General Databases followed with a total number of 38 (53%) each. These high numbers could be due to the fact that the most respondents were from the Faculty of Science and Agriculture.

5.4. WHICH PROMOTIONAL STRATEGIES ARE EMPLOYED BY THE UNIVERSITY OF ZULULAND LIBRARY?

According to Karmar, (2009), promotional strategies can take many forms but the promotional medium depends on the nature of the target audience and the objectives of the promotion. Karmar (2009) elaborates on different formats of promotional strategies such as email, internet, newsletters and leaflets that can be used to promote e-resources. The investigation revealed the existence of the promotional strategies used by the UNIZULU library. The findings of the study revealed that the respondents (in this case the librarians) indicated that they used the library orientation, library website, library Facebook Page, faculty board meetings, displays and emails. When asked to explain why they preferred these strategies, their responses were that they were most convenient, they covered a larger audience and that they conveyed the messages faster. The library orientation was observed to be the most effective technique because it was deemed necessary for all students of all levels and it covers basic use of the library services and access to e-resources. From the student’s responses, from the list of strategies used by the University of Zululand, workshops were chosen as the most effective by over 53 (76%) respondents. Workshops cover different aspects of information services ranging from referencing, e-resources searching, and interlibrary loans to electronic thesis and dissertations etc. The library website and orientation/induction classes follow respectively with close to 39 (50%). The lowest number of respondents indicated being aware of email as a strategy used to promote use of e-resources. One would have expected that library websites and information librarians would be the most referred channel or mode of awareness of library’s e-resources. Access to e-resources must be influenced by information librarians who are committed to making sure that the library’s e-resources are used,

According to Roberts (1995) (who conducted studies at the University of West Indies), lack of communication and inadequate interaction between academic staff and the library, failure of the library to apply marketing strategies to promote its services were amongst the factors
contributing to a lack of library related knowledge among university academic members. Conclusions can be drawn from the findings of this study that UNIZULU library have marketing strategies and are well received by the end-user. This is drawn from the response rate to the platforms in place that are used by the library for marketing. In his study on the information-seeking behaviour of first year and final year undergraduate biology students at the University College Dublin, Callinan (2005) argues that lack of awareness was the primary reason why students did not use the library’s e-resources.

From the analysis the findings revealed that UNIZULU libraries used 11 techniques listed in the questionnaire, to promote their e-resources. Some of the important techniques are:

a) Library website

The library home page is an effective tool for marketing and public relations (Jotwani, 2014). Library webpages have a high visual impact on users, are interactive, and can provide direct links to e-resources like new databases announcements, top used lists, subject-specific lists, and creating a library blog where users can interact with the library. Suresh Kumar (2013) posits that promoting the library’s services, information products, resources, and programmes through online becomes a lot easier with the help of the library website. Library websites are considered the mirror of any library and, should be the first channel of awareness of its e-resources. Library websites need to be designed in a way that they are user-friendly for access and use. In this study it was found that 35 (50 %) of the respondents used UNIZULU library website for information ranging from links to access e-resources subscribed, links to e-journals, e-books and access to electronic theses and dissertations. The UNIZULU libraries also announce newly acquired resources, trial access, etc. through their website. The percentage of awareness through library websites indicates that users are aware that e-resources can be accessed from the library website, especially scholarly resources. According to Bowlby et al., (2011) the criteria used to assess the effectiveness of websites design inspires users and the community to use, discover and adopt best practices in using the e-resources in the digital library era. The Association of Research Libraries (ARL, 2011) indicates that library websites help libraries to understand user perceptions of library service quality; collect and interpret library user feedback systematically overtime; provide libraries
with comparable assessment information from peer institutions; identify best practices in library service and enhance library staff members’ analytical skills for interpreting and acting on data.

b) **E-mails**

Emails broadcast messages to a large number of people within or beyond the boundaries of the institution. Generally, e-mails are used for communication. Emails are one of the best and most reliable methods of communication in all areas of the academic world. Lecturers and researchers communicate with students via e-mails. Academic libraries communicate with users via e-mails especially when there is a new product.

c) **Workshops, seminars, etc.**

The development of information literacy skills and knowledge throughout the university community should be taken up as an initiative for supporting literacy skills (Suresh Kumar, 2013). For information literacy skills to be successfully implemented, there should be collaboration with academic staff for it to be introduced, developed and evaluated within the curriculum.

UNIZULU libraries regularly organize programmes to encourage and promote usage of e-resources as given below:

- E-resources, tips for searching and more.
- Everything you need to know about e-books.
- Finding theses and dissertations
- ILL: Saving time with Pre Request.
- Know your library
- Publishing your research
- Publishing, impact factor and visibility
- Referencing made easy with EndNote
- Researcher’s Social Networking
- Stay away from plagiarism
• The use of multimedia/AV materials
• Turnitin: Plagiarism checker

As indicated by UNIZULU librarians, the library plays a pivotal role in training its members through workshops and seminars in effective use of e-resources. In addition, the library usually invites publishers and vendors to hold one to two day workshops, where teaching academic staff are invited with students to attend and engage with the publisher on specific e-resource products. Gall and Hirst (2010: 57-58) argue that training programmes often accompany the establishment of a core competency programme. Khan and Siddiqui (2014) argue that academic libraries are operating in a quickly transforming environment; therefore, they should keep abreast of technological advancement to maintain the quality of the services they provide.

d) Library brochure/hand outs

Brochures, handouts are other tools of promoting e-resources. Printed materials used by UNIZULU for marketing are posters, banners, charts and displays. The UNIZULU library has produced a colorful brochure that gives a complete list of e-resources. It has also published and distributed a number of displays and brochures to promote e-resources. The distribution of brochures is the most effective way of promoting a library’s resources. The brochures are often handed out during library orientation sessions. Users normally accept them when they are given, but often do not pay much attention to them at times, but if used successfully they promote the resources.

e) User orientation/induction

UNIZULU libraries organize various training programs for different categories of users to train them on efficiency use of e-resources that includes audio-visual presentations and live demonstrations. Similarly Rehman and Ramzy (2004) and Ansari and Zuberi (2010) found that lack of awareness, lack of facilities and low skill levels were among the primary constraints experienced by their respondents in using e-resources. The above studies showed that a large number of respondents proposed a variety of measures of formal orientation and training to enable users to become more effective in e-resources use. Lack of knowledge and
lack of facilities and skills could be the reasons for not using e-resources. The study by Agaba, Kigongo-Bukenya & Nyumba (2004) noted that library workshops and library staff were the most useful tools for publicizing e-resources. The library orientation or instruction is the most common mechanism of awareness of e-resources, used by many academic libraries. One would have expected to see the OPAC being accessed most, because it is the first step in learning how to locate information resources in the library. Perhaps one would think that librarians were not doing enough to train users in accessing OPAC. User awareness and Information Literacy IL programmes have a key role to play in enhancing the use of e-resources (Singleton, 2010). It is generally believed or assumed that students must be information literate in their personal capacity to be successful. Foster (2006) however, notes that not all students enter higher education with the necessary skills to be called information literate.

f) One-on-one appointments (Librarian office)

It is an excellent way to get to know the library users personally and to understand their information needs better. It also gives a user an opportunity to informally interact various e-resources and other services of the library resulting in the enhanced usage (Jotwani, 2014).

g) Faculty board meetings

The emphasis in attending these meetings is to establish relationships that are close and frequent, customer contact, and on providing value to the customer over the long-term, rather than in just making one-time meetings an immediate short-term need (Jotwani, 2014). This is not a new concept for the library as good user service is at the core of our profession. Establishing and maintaining good relations is directly linked to users’ satisfaction and guarantees their loyalty which is key to marketing. UNIZULU information librarians attend Faculty Board Meetings to maintain good working relationships with the academics as well as announce activities that the library runs, such as workshops, seminars etc.

h) Staff training
Staff training is the key to marketing e-resources. Staff need to be trained on firstly, how to execute marketing of resources and secondly on the resources they are marketing. According to Chiware (2007), training librarians in African universities through either formal programmes in library schools or through workshops and other forms of short courses is important. Trainees need to understand the current state and prospects of digital libraries in African university libraries as well as the global trends in digital libraries. The findings of the study show that when librarians are asked if they had any background in marketing, four indicated that, they did marketing as a module in the Library and Information Studies degree programme. The other two respondents indicated that even though they had no formal training in marketing, they had to market e-resources as it was a responsibility that came with the job. It is imperative that librarians’ training needs are prioritized for effective delivery of presentations. Chiware believes that training of librarians should involve information skills in order to enable easy access and use of digital collections in African university libraries. Trained librarians should be able to conduct user needs assessments and how to respond to those needs. One major challenge was lack of marketing skills. Therefore, the challenge of lack of marketing skills, may have resulted from shortage of staff who have had basic training in marketing. Good marketing skills promote and contribute to successful access and use of e-resources. Academic library staff are considered skilled information managers, especially when it comes to classification, searching and preservation. Facilitating access and use of e-resources also needs technical expertise to be able to overcome challenges such as network problems, virus attacks and other technical problems. UNIZULU Libraries need to train staff and students to promote access to and use of e-resources. Gakibayo et al. (2013), argues that there is a need to equip end-users with skills such as information literacy skills, information retrieval skills, computer skills among others as a strategy to promote e-resources usage especially among academic libraries for effective utilization of e-resources. This view is supported by Dolo-Ndlwana (2013: 23) who argues that information retrieval skills have a major impact on the users’ ability to use e-resources. The skills required to effectively find information in e-resources are very important because, without such skills, users of the library are not able to use e-resources effectively.
5.5. IN WHAT AREAS OF YOUR WORK DO E-RESOURCES ADD VALUE?

Moyo (2004) states that users use e-resources for many reasons from publishing in scholarly journals, undertaking a research project, writing a thesis or dissertation, performing a routine task and performing a new task. Thus e-resources are used for different purposes. The use of e-resources is very important as they are more up-to-date and can be accessed anywhere across all geographical boundaries. A large budget is required to build a collection of e-resources that are valued by the users. But without conducting a study, there is no way of knowing whether the users accept them or whether they find the e-resources easy to use, reliable and useful, or whether e-resources are used effectively. The findings of this study revealed that there are different areas where the use of e-resources add value. The main areas where e-resources add value is research purposes (67 (94%)), for self-education (28 (39%)), and for assignments (21 (30%)). Thus one can argue that e-resources add value to teaching and learning activities. The value add in this context is the knowledge they students gain from using the e-resources that necessitate the success of their activities. It is imperative for UNIZULU libraries to fulfil its core function of facilitating teaching, learning and research by providing its users with access to e-resources with up to date information. However, Kwafoa et al., (2014) clearly establishes the dependence of faculty members on e-resources not only for the purpose of research, but also to support their teaching.

As supported by Deng (2010), users have various purposes for use of e-resources, from gathering information on a specific topic, gaining general information, obtaining answers to specific questions, completing assignments, reviewing literature, writing essays and making decisions. Dolo-Ndlwana (2013) observes that currently users are dependent on the availability of e-resources for meeting many of their academic needs. However, Shukla and Mishra (2011) argue that a majority of research scholars use e-resources for publishing articles to keep up-to-date and for finding information in their area of specialization. Dhanavandan et al. (2012) identified how e-resources were utilized by academic library users and identified specific trends that can be seen among faculties and students. Therefore the findings of the current study are similar to these where e-resources are used to support teaching, learning and research.
5.6. HOW ARE PRODUCTS DISTRIBUTED AND DELIVERED TO POSTGRADUATE STUDENTS?

The manner in which the e-resources are delivered to users is key to their access and use. Most academic libraries have computers where e-resources can be accessed with the physical library building. However access and use of the resources is not limited in the library. Most libraries have their own computer servers housed in their academic libraries. Johnson et al. (2012: 30) defines a server as “a computer with a large amount of storage space linked to other computers either through an internal computer network or the internet. It may serve systems on a LAN or WAN over the internet”. Academic libraries often procure proxy servers. A proxy server acts as a filter for client information requests, in which access data are stored on a separate server. Proxy servers are often used to authenticate off-site users prior to granting access to licensed e-resources. In such libraries there are systems librarians. Systems librarians integrate task and responsibilities to train library staff in the various technical tools acquired by the library. Gall and Hirst (2010) argue that the role of systems librarian is to install, upgrade and troubleshoot both hardware and software, and offer training to all library staff. Therefore, support for e-resources requires expertise in technical issues.

In the current study students accessed the databases from the university computer labs, in the library, in the residences and off campus. The findings revealed that users knew about the availability of e-resources and where they can access them. One would credit that to the marketing strategies used by the library.

5.7. WHAT ARE THE CHALLENGES FACED BY LIBRARIANS WITH REGARDS TO MARKETING E-RESOURCES AS A LIBRARY SERVICE?

Librarians hold the view that marketing of library services will help to gain and retain users especially in the face of growing challenges and stiff competition. The questions that sought to establish challenges faced by librarians in terms of marketing e-resources revealed the following;

a) The marketing plan

Kumar, (2014) posits that marketing holds the key to effective library and information service delivery. Kumar, notes that librarians need to market the library services in a proper
and coordinated manner. According to Onwubiko and Onu (2002), proper marketing of library services in academic libraries can advance the potential to reach users who are in need of the services provided by the library. Academic libraries have always been seen as an integral part of the academic community that is why they often feel the need to justify their existence (Al-Bahrani, 2009). The influence of information superhighway, cuts in library budgets, increasing user need, complexity of information requirement, accountability, competition and outflow of information force librarians to optimize the use of resources and services (Estall & Stephens, 2011).

It was revealed that five librarians indicated the lack of a marketing plan as a major challenge. The UNIZULU libraries do not have a documented formal marketing plan, or any worked marketing schedule. Their marketing strategies are suitable for their institutional requirements. The findings suggest that UNIZULU libraries have not done enough, in developing policies to facilitate access to and use of e-resources. As in most academic libraries, UNIZULU has policies with regards to other aspects of the library like, collection development policies, loans policies. Perhaps the policies to facilitate access and use of e-resources can be incorporated within the other existing policies in place. It could be argued that UNIZULU library did not regard the use of policies as important, due to lack of awareness. UNIZULU library should outline and implement policies to market e-resources and continue to increase their access and use. When policies are in place, and librarians are aware of their existence, it would facilitate the marketing of e-resources. Policies should always be reviewed to meet access and use of e-resources by users and they have proven to be valuable tools for marketing and management in academic libraries. It is therefore, very crucial for UNIZULU to review the policies occasionally to strive towards the more effective use of their e-resources collection.

b) Computer literacy

With regards to computer literacy as a challenge, four (67%) librarians indicated that some students struggle with basic computer usage, making delivery in terms of training users in e-resources a challenge. Attesting to the findings, Rehman and Ramzy (2004) and Ansari and
Zuberi (2010) revealed that respondents reported that low skills levels were among the primary constraints they experienced in using e-resources.

c) Part-time students

The challenge in dealing with part-time students was also highlighted (one (17%)). The challenge was that not all part-time students were virtual. This means the only time they visit the library is over weekends and librarians do not work on weekends. The study by Dewald (2005) pointed out that students were encouraged by staff to use particular databases that the staff themselves were aware of. This study also pointed to the problem of part-time users who were unaware of databases that the library subscribed to and instead used free web resources. Lack of knowledge, infrastructure and skills could lead to challenges in use and access, thereby indirectly posing a challenge to marketing.

From the user’s perspectives, the analysis revealed the following:

a) Poor network

Challenges of network as the vehicle for e-resources provision can be a big problem for users and this can lead to congestion. Therefore, poor facilities contribute to low usage of e-resources because users require adequate learning environments to access and use e-resources. The findings reveal that users of UNIZULU were faced with challenges that impact the access and use of e-resources. The analysis revealed that the majority of respondents (42(59%)) indicated that poor network and low bandwidth (36 (50%)) were major challenges. Slow connection speed; long procedures with many steps to access the actual full-text; login problems were also cited as main challenges to use of e-resources. UNIZULU libraries will have to ensure that they minimize these barriers. At times students could not download e-books and full-text articles as they received intimidating messages from ICT warning them that they had exceeded their internet access limit. Responses to questions on challenges encountered by librarians and students in this study were similar to responses from studies done by other researchers discussed in the literature review chapter. Shija (2009) viewed lack of internet skills, poor infrastructure and slow speed or low bandwidth or connectivity as major reasons for the low patronage of e-resources. Shukla and
Mishra (2011); and Smith (2007) all pointed to the fact that the majority of respondents who were using e-resources had difficulties with slow connectivity due to poor network and low bandwidth. Users want to access and use e-resources in the quickest possible time, especially when downloading documents and articles from e-journals, databases and so on. If bandwidth is poor, users lose interest and become reluctant users and they tend to develop a negative attitude towards access to and use of library e-resources.

b) Printing

In terms of photocopying and printing machines, the ideal situation is when users can download and make extra copies and read in their own convenient time. In this way, users are not compelled to read from the computer screen, especially given that some people prefer reading from printed documents. That necessitates the availability of printing facilities to access and use e-resources. Printing was found to be a challenge. 26 (36%) of the respondents revealed that printing was expensive. On occasion the library printer was not working, students could not print, and they had to use external printers.

c) Training

Few respondents (14 (19%)) felt that training on e-resources was not done. Jinni’s (2007) study, pointed to one of the main problems students reported, a lack of student training in information seeking and an abundance of irrelevant information on the internet. Looking at the responses from the students, it was established that this challenge bears little effect.

5.8. WHAT SHOULD BE DONE TO IMPROVE THE UNIVERSITY OF ZULULAND LIBRARY MARKETING STRATEGIES?

a) Usage evaluation

Higher usage of a database, e-journal, or e-book is a good indication of the success of a marketing campaign. The librarians indicated that the use of marketing techniques has improved the usage of e-resources. This has been proven by the usage statistics they generated to assess their marketing campaigns. Therefore, it is instructive to argue that this is positive in so far as the library is concerned. The libraries are facing a time of enormous
budget cuts. Libraries are faced with challenges such as high price increase and exchange rates that have made it difficult to acquire as much resources as they would have and have since lost control over subscriptions. Decisions are made by vendors and restrictive limited budgets make the decision-making process regarding e-resource subscriptions impossible. The view is supported by Singleton (2010) who argues that the ongoing economic meltdown or recession will impact consortia and their libraries. The extreme fluctuations in the exchange rate of local currencies with dollars, pounds and euros are further aggravating the situation especially in the case of developing countries.

b) Workshops

According to librarians, workshops were appreciated by both students and academics since they were found to guide users in the effective use of e-resources. The majority of students and academics attended training, but there were few who would like to attend. So one there is clearly a need for additional user training programmes whereby users will be trained online as well. In the findings, the librarians indicated that the workshops improved student performance, were an eye opener for academics and were found to be useful, informative and relevant.

c) Infrastructure

ICT is the main role player in the provision of e-resource in libraries. In order for e-resources to be accessed and used, academic libraries need to perceive its usefulness. Technological infrastructure such as good user-friendly library system software, computers, fast speed bandwidth and other machinery need to be in place. Most of the participants found the facilities appropriate but inadequate. The majority (54 (76%)) of respondents indicated that the infrastructure should be improved. Connaway and Dickey (2010) argues that library systems need to look and function more like search engines (for example, Google) and popular web services, e.g. Amazon.com, as these are familiar to users who are comfortable and confident in using them.

d) Products
With regards to products rendered, the library should be able to determine the needs they satisfy with the products they offer. With regards to this, the librarians indicate the use of platforms such as Faculty board meeting, to announce matters such as availability of new e-resources, trial databases, visits of vendors to showcase new products and acquisition of resources. This is crucial for their different teaching, learning and research needs. It is at these meetings that the information librarians are provided with the e-resource needs of such faculties and departments.

e) Library personnel

Library personnel are the drivers of the marketing strategies and can enhance access and use of e-resources. Therefore UNIZULU library’s role is to ensure that the library personnel is well trained and in turn train their users to access and use all available e-resources in the libraries. However, there was no indication that UNIZULU is training its personnel, except self-development; UNIZULU did not offer any skills development programmes for the libraries.

5.9. SUMMARY

The findings have indicated that UNIZULU libraries are marketing e-resources to their users and that has enhanced the awareness and usage within the constraints of available resources. However, UNIZULU libraries have to put more efforts to further improve the usage of e-resources:

- Marketing in UNIZULU libraries should be made an important component of library functioning that will cover promotion, marketing and publicity. This will ensure that libraries have a comprehensive, well formulated and periodically updated marketing plan that will incorporate conventional and modern techniques to promote their resources and services including e-resources.
- Adequate funds should be provided for this purpose to enable producing required publicity material or organizing activities like training, seminars etc.
- UNIZULU libraries should regularly re-look at the marketing strategies and techniques, as they impact on the awareness and usage of the e-resources.
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1. INTRODUCTION

This chapter provides concluding remarks concerning the study. The recommendations made are in response to the analysis of data and interpretation of results covered in chapters four and five and gives meaningful and clear understanding of the findings for the reader in line with the objectives of the study.

6.2. SUMMARY OF THE FINDINGS OF THE STUDY

This study addresses the study objectives in chapter one regarding the marketing of e-resources.

6.2.1. What is the status of the University of Zululand library plan and programmes to market and promote the use of e-resources?

The first research question was to investigate the status of UNIZULU library plans to market its e-resources for better utilization by all its users, for quality academic and research output beneficial to the institution. The findings were:

a) UNIZULU libraries do not have a developed and well-documented formal marketing plan; however, they follow a marketing strategy suitable to their institutional requirements.

b) The findings revealed that awareness and use of e-resources and e-tools at UNIZULU library is average.

6.2.2. What electronic information products are offered and how are they delivered to postgraduate students?

This objective was aimed at uncovering the products that were provided by the library and the means of accessing them. It was revealed that the library did offer various e-resources from electronic books, electronic journals, electronic databases, OPAC etc. These e-resources were accessed in student residences through personal laptops, computer labs, in the library and virtually through the proxy access.
6.2.3. Which promotional strategies are employed by the University of Zululand library?

The objective above was aimed at finding out strategies used by the library to market its e-resources. The library used faculty board meetings, displays, email, library orientation, library website, and the library Facebook Page,

6.2.4. What value do the e-resources add to postgraduate students?

The findings of this study revealed that there were different reasons for the use of e-resources. The main uses are research, self-education and assignments. It is clear from this study that the frequency in use of e-resources is important to postgraduates at the University of Zululand. This study will help librarians to understand the importance of e-resources in the academic environment. Using e-resources is something highly regarded among postgraduates in the university and a positive impact on the use of e-resources for learning and research work has been demonstrated.

6.2.5. What are the challenges faced by librarians with regards to marketing e-resources as a library service?

This objective was aimed at establishing the impediments that librarians encounter in marketing the e-resources.

   a) The study revealed that the lack of a marketing plan was a major challenge for librarians.
   b) The librarians revealed that some students struggled with basic computer usage, making training in e-resources a challenge.
   c) Another challenge was dealing with part time students who were not virtual.

The findings also revealed that, poor network and low bandwidth are major challenges

6.2.6. What should be done to improve the University of Zululand library marketing strategies?

This objective was aimed at looking at the benefits derived from marketing e-resources and what can be done to make it more successful.
a) From the respondents, it can be concluded that users are aware and quite knowledgeable about the e-resources available at the UNIZULU Libraries.

b) Users access e-resources in different locations, from the library, residences, and computer labs.

The study has revealed that there has been some success achieved through current marketing drives. However, more can be done to improve on the success such as the following:

a) Doing a review of the products currently offered that will also look into the usage of each product.

b) The library should conduct a survey that will investigate what the user wants, and subsequently take cognizance of that.

c) The library should look into the facilities they currently have, and what can be done to improve them. The library should also think of ways to reach more users.

The purpose of the study was to investigate marketing of e-resources as a tool for information retrieval and access at the University of Zululand. All academic libraries are committed to the provision of access to e-resources to support the existence of their institutions. Academic libraries support the teaching, learning, research and scholarship needs of the institution, through innovative services, cutting-edge systems as well as excellent facilities and resources as expressed in their mission statements. Library users no longer need to visit the library at regular open hours for their information needs to be met. E-resources can be accessed within the comfort of their own spaces. For ease of access and usage, marketing of library resources, services and products is the solution. The University of Zululand library is offering different products and services to its users and has adopted different marketing strategies to reach them.

6.3. CONCLUSION OF THE STUDY FROM THE FINDINGS

6.3.1. UNIZULU library plan to market and promote the use of e-resources

The study revealed challenges with regards to plans and polices for successful marketing of e-resources at UNIZULU library. The librarians revealed that UNIZULU libraries did not have a well-documented formal marketing plan. This was viewed as a challenge by librarians.
who felt that due to the lack of a formal marketing plan, it is difficult to work out a marketing schedule.

6.3.2. Information products and delivery to postgraduate students

The study revealed that respondents were aware of the e-resources provided by the library. This can be supported by the findings on awareness and use of e-resources platforms by respondents. The e-resources were grouped and it was observed that respondents were aware of e-tools. E-tools include e-resources such as e-catalogue, e-books and DVD/CD ROMS. Respondents used the reference databases such as Encyclopedia Britannica and the Institutional Repository. It was observed that the science-based databases such as Science Direct, Springer link etc. were highly used by respondents. Economic and Management Sciences, Law and General Databases were also used. The study also revealed that students accessed the e-resource at the computer labs, in the library, in the residences and off campus.

6.3.3. Promotional strategies are employed by the University of Zululand library

The study revealed that the respondents were aware of the strategies used by UNIZULU libraries to market the e-resources. The findings revealed that respondents preferred workshops as the major effective strategy. The library website and orientation/induction classes were also used respectively.

6.3.4. Value add of e-resources to postgraduate students

E-resources at UNIZULU were found to add value to assignments that are part of teaching and learning activities, and for professional research work. Other uses were for administrative purposes and for recreation.

6.3.5. Challenges faced by librarians with regards to marketing e-resources as a library service

The study also revealed that there was no proper training that was given to librarians on the marketing of e-resources. The respondents revealed that they either had a module on marketing when they were studying towards their LIS qualifications or self-taught as it was in their job description to market e-resources.
The findings revealed yet another challenge of computer literacy. Due to the fact that students hail from different backgrounds, some were not privileged enough to have access to computers. This posed a challenge to them as the trainings required one to have a basic understanding of the use of computers. This was the challenge revealed by the librarians as they had to provide workshops on e-resources to the students. Part time students posed a challenge to librarians as they were available on campus over weekends. Most of the part time students had no virtual access to library resources.

Another challenge revealed by the study was poor network and low bandwidth. Respondents (42 (59%)) indicated that poor network and low bandwidth (36 (50%)) were major challenges. Other challenges include slow connection speed; many steps to access the actual full-text; and Login problems. Difficulties with downloading e-books were also highlighted as challenges.

6.4. RECOMMENDATIONS

Based on the findings of the study, the following recommendations have been made to assist the UNIZULU library in its decision-making processes concerning the marketing of e-resources to the users at large

6.4.1. Plan to market and promote the use of e-resources at UNIZULU

There is a need to develop and adopt an e-resources marketing plan that will lay out innovative ways to promote usage and access to the resources. This plan should make marketing of all the library services and functions especially e-resources a major focus by the UNIZULU libraries. This should have key elements that formalize the plan such as:

- Project description
- Current market
- SWOT analysis
- Target market
- Marketing goals and objectives
- Marketing strategies
• Action plan
• Management
• Assessment

These key elements will help with the layout of the plan. The key elements allow deeper understanding of the plan, why it is needed, and what is hoped to be achieved.

It is recommended that the library strengthen the existing strategies by focusing on easily available resources that are closer to home such as an Institutional Repository (IR), Open Access, Information Literacy and library orientation initiatives. The UNIZULU library must adequately train their staff and equip them with the necessary skills and knowledge to manage, administer and maintain their IR. Institutional repositories content range from local theses, dissertations and research papers that researcher’s deposit. Some of these works have been published on reputable journals and are sometimes embargoed, but a pre-print can be deposited in the IR. It is also recommended that UNIZULU libraries make use of the initiatives that market libraries in general, like the library week, Open Access week. They can use these dedicated weeks to make awareness campaigns and training sessions on e-resources, research seminars and workshops. It is recommended that IL programmes be intensified to assist users with better information-seeking and retrieval options to the library’s resources. The UNIZULU library should invest on training the librarians involved in the marketing of e-resources. Librarians have to create more awareness of e-resources, and should ensure that the resources are easily accessible and available. Courses designed to train the trainers should be organized as such courses can make them efficient and more knowledgeable on issues of marketing as well as the content they market. It is also recommended that UNIZULU library must develop appropriate strategies to market e-resources to part-time students to affirm offering support at the students’ point of need.

### 6.4.2. Information products and delivery to postgraduate students

The internet is a vital tool to the provision of e-resources to all academic library communities. The UNIZULU library needs to devise means of harnessing ICTs that should be used for the greater good of the academic community. Partnership with private stakeholders should be looked at in order to provide libraries with high speed internet access
and to fast track the roll-out of improved broadband. It is recommended that the UNIZULU library should negotiate on behalf of its members with local internet service providers, to purchase additional internet access bandwidth for its libraries. Studies should be conducted more frequently to find out the changes in access and use patterns as technology is becoming more and more sophisticated on a daily basis. It is recommended that the speed of internet connectivity should be improved for ease of accessibility and usage of e-resources. Wi-Fi connectivity needs to be intensified and hotspots need to be set-up in various places around campuses to enable 24-hour access to and use of e-resources. Systems such as fast broadband, Wi-Fi connectivity and up-to-date ICT infrastructure should be in place and act as facilitating conditions for use, thereby harnessing effort expectancy and intention to access and use the e-resources.

6.4.3. Promotional strategies are employed by the University of Zululand library

The use of e-resources provided by UNIZULU has been found to be good enough. UNIZULU library should ensure continuous use and development of the e-resources environment to contribute to the teaching, learning and research mission of the institution. In order for the UNIZULU library to be effective in influencing access to and use of e-resources, it is recommended that a common e-resources marketing policy, guidelines and procedures be formulated and be implemented to enhance the efficient access and use of e-resource collections in the libraries. This can be achieved by providing selection procedures to academics, promotions, IL awareness drives, workshops and seminars and many more. In order to optimize the use of e-resources, it is recommended that UNIZULU library should organize training sessions to familiarize the user community with the features, content, coverage of the resources and how to remotely access them. It is recommended that the academic libraries of UNIZULU engage in professional development activities in a variety of formats including workshops, discussion groups and educational tours and trips to the libraries.

6.4.4. Value add of e-resources to postgraduate students

Student’s use of e-resources benefited them in different aspects. It is recommended that vigorous workshops on the use of e-resources tools should be held throughout the year to
help all postgraduate students to (a) understand how to properly use e-resources and (b) recognize the importance of using e-resources from the beginning of their studies. It is also recommended that these workshops should be packaged as part of the curricular for all the postgraduates programs offered at UNIZULU.

6.4.5. Challenges faced by librarians with regards to marketing e-resources as a library service

The information librarians mentioned various challenges that hinder the service of marketing e-resources to users. As already mentioned, challenges such as shortage of staff due to skilled and trained staff, lack of up-to-date infrastructure and equipment, slow internet connectivity and budget cuts for the libraries. Therefore, it is recommended that libraries lobby for more funding, mainly for up-to-date ICT infrastructure, since retrieval of information resources requires ICTs for easy access to and use of e-resources. On the other hand, academic libraries should be allocated adequate funding to fulfil the libraries mission of supporting teaching, learning and research. The UNIZULU library should draft a separate budget for monographs and e-resources and allocate monies separately. UNIZULU libraries have a limited budget, which cannot keep pace with either publishers’ price increases or devaluation of the local currency. It is therefore, recommended that selection decisions for e-resources, especially e-journals be made with great care, taking into account the information needs of the academic community and collection relevancy, accessibility, usage, availability of full-text databases and the overall cost of e-journals and inflation. It is also recommended that UNIZULU libraries must continuously review e-resources in light of the current interest of users, by conducting needs assessments in relation to access of and use of e-resources.

6.5. RECOMMENDATIONS FOR FUTURE RESEARCH

The following are recommended future research areas that can be conducted at the UZ library:

• A similar study on the marketing of e-resources as a tool for information delivery and access at the UZ library, focusing on the Academic staff in the four faculties of the University of Zululand;
• It is suggested that future research be conducted in other types of libraries, such as special, government, and national libraries, to determine how e-resources are marketed for optimal access and use, what systems are in place to enhance access and use, what challenges and strategies are in place to improve access and use of e-resources in these libraries.

• A study on the marketing of e-resources by the UZ library, focusing on undergraduate students per faculty; and

6.6. FINAL CONCLUSION

It is the researcher’s view that the study has addressed the intended objective which was to investigate marketing of e-resources as a tool for information delivery and access at the University of Zululand. The problems associated with the marketing of e-resources were identified. The results of the study could assist the UNIZULU Library in decision-making, in terms of how to develop a marketing plan which will be well documented, reviewed and improved timeously to ensure maximum use of e-resources by the intended customers.
REFERENCES


Asemi, A. & Riyahiniya, N., 2007, ‘Awareness and use of digital resources in the libraries of
*Ghana Library Journal*, 15: 1-44, viewed on 4 April 2016, from,

*Kilakarai*, accessed on 10 April 2017, from


Burns N. &Grove S.K., 2005. The practice of nursing research: Conduct, critique, and utilization (5th Ed.). St. Louis, Elsevier


De Vicente, A. and Crawford, J. (2004), Use and awareness of electronic information services by academic staff at Glasgow Caledonian University library review Vol.53. No. 8, pp. 401-7


Dillon, D. 2003. ‘Strategic marketing of electronic resources’. *Journal of Electronic Resources*


Ibrahim, A. E., 2004. ‘Use and user perception of electronic resources in the United Arab Emirates University (UAEU)’. *Libri, 54*(1)


for e-resources collection development: a guide for libraries. The Hague, Netherlands: IFLA.


Khan, A., & Ahmed, S., 2013. ‘The impact of digital library resources on scholarly


Nkosi, D. R., 2009. Knowledge and use of library resources by academic staff and their expectations of undergraduate students with respect to their use of the library at the University of KwaZulu-Natal, Pietermaritzburg (UKZN) campus. Pietermaritzburg: University of KwaZulu-Natal, A Master’s thesis.


Rogers, M., (n.d.). ‘National online meeting tackles e-journals and more’. Library Journal, 124(11), 35–44.


Salaam, Ajiboye & Bankole, 2013. ‘Use of Library Electronic Information Resources by academic staff at Federal University of Agriculture, Abeokuta, Ogun, Nigeria’. *PNLA, Quarterly*. The official publication of the Pacific Northwest Library Associations. 77(2)


Tella, A., & Adika, L., 2003. ‘Self-efficacy and locus of control as predictors of academic achievement among secondary school students in Osun state unity schools’. IFE PsychologIA, 16(2)


Terre Blanche, M., Durrheim, K. and Kelly, K., 2006. First steps in qualitative data analysis. In:


Toteng, B., Hoskins, R., & Bell, F., 2013. ‘Information literacy and law students at the University Of Botswana’. Innovation, 41(1)


Vithal, R and Jansen, J., 2013. Designing Your first research proposal: A manual for researchers in education and the social sciences. Cape Town, Juta


Wright, J., 2014. Academic libraries in the digital age: best practices for modernizing the library, Available at: https://www.tojdel.net/journals/tojdel/articles/v02i02/v02i02-01.pdf,


APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE

ETHICAL CLEARANCE CERTIFICATE

<table>
<thead>
<tr>
<th>Certificate Number</th>
<th>UZREC 171110-030 PGM 2016/278</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
<td>Marketing of electronic resources as a tool for information retrieval and access at the University of Zululand</td>
</tr>
<tr>
<td>Principal Researcher/Investigator</td>
<td>P Zibani</td>
</tr>
<tr>
<td>Supervisor and Co-supervisor</td>
<td>Dr T Kalusopa</td>
</tr>
<tr>
<td>Department</td>
<td>Information Studies</td>
</tr>
<tr>
<td>Nature of Project</td>
<td>Honours/4th Year</td>
</tr>
</tbody>
</table>

The University of Zululand’s Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:

1. This certificate is valid for 2 years from the date of issue.
2. Principal researcher must provide an annual report to the UZREC in the prescribed format [due date: 31 July 2017]
3. Principal researcher must submit a report at the end of project in respect of ethical compliance.

The researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

P Zibani - PGM 2016/278
APPENDIX 2: INFORMED CONSENT FORMS

QUESTIONNAIRE ON MARKETING OF ELECTRONIC RESOURCES AS A TOOL FOR INFORMATION RETRIEVAL AND ACCESS AT THE UNIVERSITY OF ZULULAND

Dear Respondents,

I am Patiswa Zibani doing a Master’s Degree at the University of Zululand, and currently conducting a study on marketing of electronic resources as a tool for information retrieval and access at the University of Zululand. The aim of the study is to investigate marketing of electronic resources at the University of Zululand library, assess utilization with the hope to maximize the usage statistics of the resources. The outcome of this study is intended to benefit all customers of the library and the library staff as a whole. Further, this study will also benefit those who are researching on marketing information products offered by academic libraries. Most questions require you to tick the answers. Only a few require short answers to be filled. No names should be provided. You are assured of your rights, including right of consent, protection from disclosure of information and respect for your privacy. Anonymity and confidentiality are promised and maintained. Your assistance is therefore highly appreciated.

Thank you,

Project Leader

Patiswa Zibani

Contact: 0762237153; email: Patiswa.zibani@nrf.ac.za or okuhlezibani@gmail.com
APPENDIX 3: RESEARCH QUESTIONNAIRE MASTERS AND DOCTORAL STUDENTS

Survey questionnaire for Masters and Doctoral candidates at the University of Zululand

SECTION A: BIOGRAPHICAL INFORMATION

Draw a cross/tick in the block that expresses your opinion most accurately.

Gender:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

1. Race

<table>
<thead>
<tr>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Age

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>If other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td></td>
</tr>
<tr>
<td>51-60</td>
<td></td>
</tr>
<tr>
<td>61 and above</td>
<td></td>
</tr>
</tbody>
</table>
3. Faculty (e.g. Faculty of Arts, Science etc.)

Please indicate your level of study.

<table>
<thead>
<tr>
<th>Masters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>Post-Doctoral</td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

4. Level of computer skill
**SECTION B: QUESTIONS ON KNOWLEDGE, USE, ACCESSIBILITY AND PROMOTION OF ELECTRONIC RESOURCES.**

5. The University of Zululand library subscribe to a total number of 83 e-resources with full text and abstract content for its entire community. Are you aware of any of the e-resources provided?

<table>
<thead>
<tr>
<th>Aware</th>
<th>Partially aware</th>
<th>Not aware</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Indicate the level of awareness on the e-resources indicated below

<table>
<thead>
<tr>
<th>E-resources</th>
<th>Aware</th>
<th>Partially aware</th>
<th>Not aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-catalogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD/CD ROMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Databases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EbscoHost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ScienceDirect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. **How did you get to know about the availability of these resources?**

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through a friend</td>
</tr>
<tr>
<td>Through the library website</td>
</tr>
<tr>
<td>Through the library Brochure</td>
</tr>
<tr>
<td>Through the library Orientation</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td>Please specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through a friend</td>
</tr>
<tr>
<td>Through the library website</td>
</tr>
<tr>
<td>Through the library Brochure</td>
</tr>
<tr>
<td>Through the library Orientation</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
</tr>
<tr>
<td>Please specify</td>
</tr>
</tbody>
</table>
8. **Are you able to access the electronic resources?**

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

9. **Where do you normally access them?**

<table>
<thead>
<tr>
<th>Access Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I access them in the residences using my laptop</td>
<td></td>
</tr>
<tr>
<td>I access them in the computer laboratory using a university computer</td>
<td></td>
</tr>
<tr>
<td>I access them in the library using my laptop</td>
<td></td>
</tr>
<tr>
<td>I access them in research commons room using a university computer</td>
<td></td>
</tr>
<tr>
<td>I access them at home because I use my laptop and my internet</td>
<td></td>
</tr>
<tr>
<td>I access them anywhere I am because I have internet access</td>
<td></td>
</tr>
</tbody>
</table>

10. **How frequent do you use electronic resources?**
11. In what areas of your work do e-resources add value?

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write an assignment</td>
<td></td>
</tr>
<tr>
<td>For research purposes</td>
<td></td>
</tr>
<tr>
<td>For self-educational development</td>
<td></td>
</tr>
<tr>
<td>For entertainment</td>
<td></td>
</tr>
<tr>
<td>To write a paper for publication</td>
<td></td>
</tr>
</tbody>
</table>
12. Are electronic resources accurate and relevant?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

13. Are you satisfied with the accessibility and availability of electronic resources?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td></td>
</tr>
<tr>
<td>Not satisfied</td>
<td></td>
</tr>
<tr>
<td>Do not know</td>
<td></td>
</tr>
<tr>
<td>If other, please specify</td>
<td></td>
</tr>
</tbody>
</table>
14. If satisfied state your reasons for satisfaction

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

15. If not satisfied, state your reasons for not satisfaction

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

16. Comment on the currency of electronic resources for your information needs?

<table>
<thead>
<tr>
<th>Very current (less than 1 year old)</th>
<th>Current (less than 2 – 5 years old)</th>
<th>Not current (10 – 20 years old)</th>
<th>Outdated (21 years old and above)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Does your library market its electronic resources?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
</table>
18. From the following, which promotional strategies employed by the University of Zululand Library are you aware of?

<table>
<thead>
<tr>
<th>Promotional Strategy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>User education</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>Electronic communication (emails)</td>
<td></td>
</tr>
<tr>
<td>Library orientation/induction</td>
<td></td>
</tr>
<tr>
<td>Displays</td>
<td></td>
</tr>
<tr>
<td>Faculty board meetings</td>
<td></td>
</tr>
<tr>
<td>Library website</td>
<td></td>
</tr>
<tr>
<td>Library week</td>
<td></td>
</tr>
<tr>
<td>Librarian Office</td>
<td></td>
</tr>
<tr>
<td>Library fliers</td>
<td></td>
</tr>
<tr>
<td>Library notices</td>
<td></td>
</tr>
<tr>
<td>If other, please specify</td>
<td></td>
</tr>
</tbody>
</table>

19. Are you satisfied by the way the electronic resources are marketed to you?

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

20. UNIZULU library is doing enough in promoting electronic resources to its users
21. What challenges do you encounter when accessing electronic resources in the library? (You can provide more than 1 tick)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not well trained in downloading online resources</td>
<td>Tick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have internet access</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a poor network service in my area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university has a very low bandwidth to support everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The network is always down/low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing electronic resources is expensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The librarian is always not in the office to help me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. What do you think should be done to improve the marketing of electronic resources by the library? (You can provide more than 1 tick)

<table>
<thead>
<tr>
<th>Training librarians</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve infrastructure</td>
<td></td>
</tr>
<tr>
<td>Usage of other promotional strategies</td>
<td></td>
</tr>
<tr>
<td>Individual training</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>(specify)</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR TIME!!!
APPENDIX 4: CONSENT FOR LIBRARIANS

Informed Consent Form for University of Zululand Library Staff

Study Name: Marketing of electronic resources as a tool for information retrieval and access at the University of Zululand Library

Dear Respondent

I am Patiswa Zibani doing a Master’s Degree at the University of Zululand, and currently conducting a study on marketing of electronic resources as a tool for information retrieval and access at the University of Zululand library. The aim of the study is to investigate marketing of electronic resources at the University of Zululand library, assess utilization with the hope to maximize the usage statistics of the resources. The outcome of this study is intended to benefit all customers of the library and the library staff as a whole. Further, this study will also benefit those who are researching on marketing information products offered by academic libraries. Your assistance is therefore highly appreciated.

Voluntary participation: You will be asked to participate in an in-depth interview which will take approximately 30 minutes of your time. Please be reminded that participation is purely on a voluntary basis and you reserve the right to withdraw at any time during the study, without necessarily giving an explanation. Your decision not to participate will not have any adverse effect on your relationship with the researcher, now or in the future.

Confidentiality: Please be assured that the information you provide will be accorded the utmost confidentiality and anonymity, and will be used solely for the purposes of this study only. Neither your name nor individual details will be revealed or attached to your responses. Your data will be safely stored in a secure facility for a period of five (5) years and access will not be granted to anyone who is not directly involved in authenticating the findings. Thereafter, the researcher will personally ensure that it is appropriately disposed of.

Dissemination of research findings: The findings from this research will be used to complete the researcher’s Master’s dissertation and this will be uploaded onto the University’s Institutional
Repository (UZSpace) upon satisfactory completion. The findings might also be used to produce articles for publication.

Regards,

Project Leader

Patiswa Zibani

Department of Library and Information Science

Supervisors: Prof T. Kalusopa

Student Number: 201001620

Patiswa.zibani@nrf.ac.za

Or

okuhlezibani@gmail.com 012 481 4119 or 0762237153
APPENDIX 5: QUESTIONS FOR LIBRARIANS

SECTION A: BACKGROUND INFORMATION

Please indicate by a tick where appropriate.

1. Gender
   - Male
   - Female

2. Age
   - 21-30
   - 31-39
   - 40-49
   - 50 & above

SECTION B: QUESTIONS ON KNOWLEDGE, USE, ACCESSIBILITY AND PROMOTION OF ELECTRONIC RESOURCES.

1. Which electronic products and services does your library have?
   - Electronic databases
   - DVD/CD-ROMS
   - E-journals
2. From the above products which ones are most utilized and which ones are least utilized?

3. To whom are your products targeted to?

   Students

   Staff

   Lecturers

   Public

4. Do you have enough personnel and conducive infrastructure to market electronic resources in your library?

   YES

   NO

   Please state your reasons

5. Who is in charge of marketing of electronic resources in your library?

6. Do they have any background in marketing?
YES

NO

Please support your answer

7. Where do you carry out the marketing activities of your electronic information resources?
8. How do you conduct the marketing of electronic resources?
9. What are the distribution channels you employ in delivering products to clients?
10. Do you promote your electronic resources?

YES

NO

11. How often do you promote your electronic resources?

Weekly
Monthly
Quarterly
Annually

12. What types of promotional strategies do you use?

Banners
Brochure
Website
Library Orientation

13. What are the reasons for choosing to use the strategies above?
14. From the chosen strategies, which one markets the resources the most and why?
15. How do you measure access and usage of electronic resources in your library?
16. Are your users satisfied with the accessibility and availability of electronic resources?
17. What challenges do you encounter when marketing electronic resources in your library?
18. What do you think should be done to improve the marketing of electronic legal information resources in your library?

THANK YOU FOR YOUR TIME!!!