Uganda Christian University in-house Library Staff Workshop

Assessing the Library and Information Advocacy and Marketing Services: A case study of Uganda Christian University Library (Research paper 12th December, 2016)

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Keywords: Libraries, Academic Libraries, Marketing, Marketing Strategies, Library Products and Services, Users' Satisfaction.

Description

Is marketing essential for Libraries?

It is a crucial aspect of employing effective marketing in any kind of libraries. Many Librarians correlate marketing in relation to profit base and hence consider that libraries are not for profit making. This is basically because while in library schools where not taught about marketing and they thus do not see a need to market anything in their daily routines of managing the library and information services.

Over the years, events have indicated that marketing is very essential in the day administration for libraries to live and survive. Its fatefulness is often not recognized there in libraries, but we do not recognize it and many see marketing with apprehensive and consider that it is a discipline that belongs to the rest of the world not us.

Introduction

It is acknowledged widely that libraries and archives have for a very long time endure from their image and visibility problems. This is probably why many librarians and archivists now recognise marketing as an essential topic; for example, in a survey conducted in Canada in 1997, (Savard, 2000 Pages 12-32). 84.4% of the respondents answered that marketing is important for library and information services (LIS). Similar results were contemplated earlier in the United Kingdom. (Collins and Glyptis, 1992)

Librarians also think that marketing is a new issue for LIS, something that only emerged during the last three decades. Although marketing was more formally introduced in the profession after the 1970s it is engaging to understand that in North America at least, librarians took on marketing techniques as early as 1876, as Kleindl (a marketing professor, illustrated how libraries at this stage were innovative in many marketing strategies: segmenting and targeting clienteles, using publicity, direct mail, streetcar signs, telephone solicitation, banners, etc.

The twentieth century library, the progressive library, would throw its doors open to all and encourage them to come in and join in the building of a community cultural center)(Kleindl, 2007) and Renberg (who traces history of marketing since 1876 and goes till formal marketing starts taking place in 1970, confirms the occurrences of terms such as, advertising in 1896, management in 1897, outreach in 1903, and extension work in 1909, in library literature, mainly in public libraries) demonstrated in their articles (Renberg, 2000 pages 5-11).

Library and information science, it is multidisciplinary, embracing virtually every sphere of human endeavour. Many LIS and marketing may seem not to have a kind of interdependent relationship and therefore discrepancy. The impression of those with such view is that marketing is perceived to be a primarily concerned with buying and selling which is a profit-driven as against library which is a social service oriented centre and not for profit making.

Academic libraries they are support departments affiliated to educational institutions playing a pivotal role by providing required library and information services to support academic activities and contribute in the development of their institutions and also undisputedly as accepted worldwide. Marketing techniques and strategies can be adopted for the promotion of library and information services with academic libraries in particular (Bhratt, 2009).

Marketing offers both a theory and a process by which academic libraries can link results, products and roles. Marketing principles can assist them in determining their

future and identify quality products and services, materials and programmes. Modern marketing can determine how the library will look like which can also determine the products it will offer.

Objectives

Objectives are;

- ➢ Identify whether library staff are aware of the services Uganda Christian University (UCU) Library offers to the community
- ➢ Determine the knowledge capacity in the services offered
- ➢ Identify the advocacy and marketing strength towards library and information services
- ➢ Identify the future plans UCU Library services concerning advocacy and marketing of library and information services

Literature review

Marketing as a concept

Marketing is referred to as the planning, analysis, implementation and carefully formulated programme designed to bring about exchanges of values with markets targeted to achieve the institutional goals and objectives (Kotler, 2000).

Marketing discloses many different things to many people because it involves a number of activities applied towards a goal. (Kotler, 2000) has often defined it as a marketing guru, comes out with a set of activities by which claims for goods, services and ideas are properly managed to facilitate exchange.

It is also sometimes an anxious with the full range of activities that are undertaken in order to be certain of meeting customer's needs and receiving enough value in return for doing so.

The International Labour Organisation (ILO) considered marketing as the performance by an enterprise of all the activities required in order to create, promote and distribute products in relation with the present and potential clients' demand and firm's ability to provide a service (Chandraiah, 2009)

Marketing is about the following

Within Librarians and other stakeholders there is a misunderstanding what it constitutes marketing in library and information science sector. To some it is primarily identified with selling and persistence of sales, rather than customer satisfaction.

Even amongst those libraries that claim to have developed more sophisticated marketing approach, only a few have capitalized on full the potential of marketing.

There is much discussion as what marketing is and what marketing is not. A soft approach to marketing may be as follows:

- ❖ Marketing is not promotion or advertising, these are part of it
- ❖ Marketing is not selling
- ❖ Marketing in libraries is an organization wide philosophy
- ❖ Marketing puts people to work
- ❖ Marketing is adaptable, flexible and open
- ❖ Marketing really never ends
- ❖ Marketing equates management in service set up
- ❖ Marketing in libraries is an organization wide philosophy
- ❖ Marketing is not cliché it is every one's job

Marketing can be broadly divided into four concepts as discussed below:

Marketing as a set of techniques: This is a set of practical approach and certified processes applied to all aspects of the service planning, service delivery and service evaluation. Effective service planning begins with market research; analysis of needs and preferences of the user community. Effective service delivery requires market awareness; a carefully planned strategy of promotional activity.
Effective service evaluation needs to start with the market response; the opinions and ideas of users about service performance.

Marketing as a philosophy: The establishment of marketing is understandable and approachable as *"every library activity begins and ends with the user"*. The contentment of a customer is primary concern of marketing and the entire code and shared values of the library obligation to the responsibility of satisfying the customer. Everyone in the library, from top to bottom has a role to play in rendering utmost satisfaction to the customer.

Marketing as an approach: Marketing in libraries does not entail the creation of a separate department and the appointment of a person to look after this department, but it is every one's duty from top management to the frontliners. Inter-functional coordination and cross-cultural perspective becomes important in order to remove communication barriers, work in teams and empower the work force.

Customer-driven marketing: The keynote to focus on in marketing is more than finding customers for the available information sources, services and technologies. Marketing forms collaboration with the users who become the central part of the total service efforts. An in-depth understanding is mandatory, greater intimacy and mutual trust among library and its users. This comes through progressing the benefits to users in relations to the exertion and cost.

Marketing is a new concept to libraries

Experts in Library field such as SR Ranganathan, and others were market oriented. Even Ranganathan's five laws have been seen in the light of today's marketing concepts (Ranga, 1986).

Ranganathan's five Laws were are marketing concept of library and information services, as noted below
(Jain et al, 1999b):

  - Books are for use (Maximize the use of books/ information) emphasizes on the idea
  - Every reader his/her book (Reader is prime factor and his/her need must be satisfied)
  - Every book its reader (Find a reader for every book)
  - Save the time of the reader (Organize information in a way that the reader finds the wanted information promptly)
  - A library is a growing organism (Emphasis is on comprehensive and evolutionary growth)

Components of marketing

The components of marketing are best described as the "Seven P's" which are; products, price, place, promotion, participants, physical evidence and the process. Marketing is a mixture of a planned package of different elements which will support the institution's target markets and objectives be achieved. This will always help and facilitate in the library and information service firmly in the perception of the community they serve (Dc Aze, 2002).

Product: A product is considered as anything which is being offered to the market to satisfy a need. As Chandraiah (2009) states, *"product can be anything offered by the marketer to the customers for attention, acquisition and use or consumption that would lead to the satisfaction of their wants or needs".* Products could include the following; persons, places, services, ideas, institutions and goods (Chandraiah, 2009, and Dhiman and Sharma, 2009). Seetharama (1998) declared that without products no institution like library has any case to exist, there is no task to perform; thus product is the essential factor in marketing.

Price: This refers to the dominant element that determines the revenue/profit/ market share for the institution. It is a crucial factor in marketing which the user or customer favours before acquiring a particular product. Price for the product is mainly set when the institution acquires a product. According to Dhiman and Sharma (2009) the price may be monetary or social. Social price these are the additional effort which the customer must make in order to gain access to a product while monetary price are the payment of certain sums by the customer. The price is not always taken in monetary terms, but it may be associated with psyche, time, and effort (Bell Ann Jo, 1985). In the marketing exercise pricing is one of the most challenging factors.

Place: This is generally associated with 'when', 'where' and 'how' a particular service/product is made available to the users. Dhiman and Sharma (2009) described *when* "as the time period, in which the service / product is provided", *where* "as the location of the services" and *how* "as the type of distribution of the service or channels". While Jestin and Parameswari (2002) concluded that "it is through interpersonal delivery, group personal delivery, in house dissemination, mass media, broadcasting, mail, telephone and strategic placement".

Promotion: Konya (2013) defined it as the marketing communication. This is true mechanism through which target group are informed about the availability of resources, services and products are provided by an institution. It is a parameter of reaching out to customers/users. Promotion involves of different sub-components such as internet marketing, sponsorship, public relations, direct marketing, advertising, personal selling, sales promotion, trade fairs and exhibitions (Konya, 2013). Promotion shifts the products toward the customer, and arouses the demand and raises the sales. It is a means of informing customers/users about what you can offer and what you can perform.

Participants: These are the human resource elements in marketing who play essential roles in service delivery in an institution. They are the institution's personnel who occupy key position in impacting users' perceptions of product quality.

Physical evidence: The nature of the environment in which the services are delivered matters so much and also dictates at which levels the facilitation is gauged upon towards the performance of the services delivered.

Process: This involves the mechanisms, procedures, and flow of activities by which a service is acquired. Process decisions can hinder on how a service is delivered to the customers, (Dhiman and Sharma, 2009).

Library Products and Services

Products and services which benefit our users and which answer users' most important needs are the core business of the library and information service (De Aze Elliot, 2002).

The library's success depends on the quality and excellence of its products and services. These are varied and ever changing and could be in form of core, tangible and augmented products.

Tangible products have the ability to meet the needs of clients, while augmented products are the totality of benefits and costs that the clients receive in obtaining the product (Kotler, 1975). This can be defined as anything that can be offered to a market to satisfy a need, which includes persons, places, objects, services and Ideas (Kotler, 1999).

Product items include books, serial or periodicals, videos, films, audio recordings. Services of the library are considered as a product line, and the circulation of library materials, reference services, Inter-Library Loans (ILL), on-line searching. Programmes of the library would be another product such as library orientation, bibliographic instructions, displays and lectures. These products vary according to the objectives and the scope of the library can be identified in tangible and intangible forms (Weingand, 1999).

User / Customer Analysis

In the marketing planning process the first stage to undertake is a survey of the client services and products. This is because the client is the starting and end point for any institution. When the client's needs are identified then the services and products can easily be designed and packaged to meet his or her needs. When you understand the client's goals and challenges it is one of the essential factors which can lead you to a successful marketing exercise.

The primary clients are always your users of services and products. For the case of an academic library the users are generally categorized as follows.

It is useful as suggested by Chandraiah (2009) to identify both current and potential users in a library.

Undergraduate students: these utilise the library resources primarily to locate course materials, to complete assignments, for course reference materials, write their research report/ dissertations and promote self-discovery for their personal academic development.

Graduate/PhD students: these utilise the library and its resources for reference in addition to course assignments, research, theses and dissertation writings.

Faculty staff: use the library resources for course development, curriculum reviews and preparation as well as for their own research, and selection of teaching textbooks and rare materials.

Researchers: who specifically visit and use the library and its resources especially on unique materials for reference purpose in their research works and writings.

Staff and administration: who uses the library collections to assist them in their day-to-day operation of the tasks in the institution?

Members of the community: who may use the academic library, especially in smaller communities where their nearest public library is not convenient or small/ not available, for public information access, research assistance, reading at leisure, and social interaction.

Others may include; Alumni, interest groups, professional groups who may visit and utilise the library for the collections, research services and activities.

Is marketing necessary in Academic Libraries?

Marketing enables librarian to understand the exact needs of users which helps in taking good management decisions, which can help in providing quality information services to users more efficiently and effectively (Patange, 2013).

Marketing involves interaction between the client and the commodity, hence providing the commodity and the consumer on the other hand.

This helps in boosting the public image of not only the library setting but also the profession. It is a process which most successful businesses and institutions utilise to ensure continuity in success.

Kawatra (2008) summaries other needs of marketing techniques in library as outlined

➢ This increases the visibility of library and information centres;

➢ It improves the quality of library services;

➢ It ensures economic use of major library resources as well as management of the library affairs more effectively;

➢ It help the academic library management to gain support and commitment of the parent body;

➢ It helps to establish the value of information.

➢ It improves good will for the library from the users.

Complete marketing process may result in:

- ➢ Greater use of the library by the users

- ➢ Better discussions about what to offer in the library

- ➢ Better partnership with faculty and administration

- ➢ Maintenance of the central position of library in the institution.

- ➢ Generation of adequate funding by the library.

In conclusion marketing is very essential to academic libraries as not – for – profit making institutions to improve their image and attract more users.

Methodology

Research design

Research design addresses the issues involved in planning and executing a research project by identifying the problem through to reporting and submission of results.

Punch (2005:63) is of the opinion that research design establishes a connection between the research questions and the data collected. It is very important to keep this advice in mind when specifying the research design for the study because as is reported by Wangusa (2007:73) and Leedy & Ormrod, (2001: 91 as cited in Kumar, 2005: 83-84) the purpose of the research design is to reliably find an answer to each of the research questions.

According to Kothari (2004:31), "*research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure*".

One of several research designs could have been utilized for example: explanatory research design where the researcher's purpose is to gain familiarity in the unknown areas, and this design is used to formulate a problem for a precise investigation. Another type is descriptive research design it is where the researcher is studying about a community in which is familiar with and the purpose of the study is to depict accurately the detailed characteristics of that particular group, event or institution. Experimental research design which is used to test a research design of casual relationship under controlled situation, another design is cross sectional research design which is used by a researcher for different respondents at different times on the same topic and for this matter the researcher is interested in getting information from different respondents with the view of identifying any pattern in answers from respondents at different times. Longitudinal research design which examines whether or not there is change in the subject of the study with an intension of providing the cause and effect of the

phenomena over time (Nsubuga & Katamba, 2013: 73-77) in this case, a case study design was chosen. The researcher designed the research so that it was contained within one institution (UCU). Relevant primary research data was collected from library staff at UCU Libraries (Arua Campus Library, Bishop Barham College Library-Kabale, Kampala Campus Library, Mbale Campus Library, Bishop Tucker Library and Hamu Mukasa Library at Mukono). Secondary data (collected from literature) informed the design of the data collection tools. Primary data was collected, analyzed and compared to the secondary data and the results were documented.

The case study design was adopted for the empirical component of the study, due to the fact that the study represents a complete descriptive phenomenon within the context (Yin, 2009:23). Singh (2006:148) describes a case study as, *"A method of exploring and analysing the life of a social unit- be that of a family, a person, institution, entire community or culture group".* This design was selected to reveal new knowledge about the phenomenon under study. This comprised getting people involved, interacting with them - especially those who are involved in and responsible for advocating and marketing for library services (library staff) in order to seek their opinions and views on the different aspects of research objectives.

This approach enabled the researcher to study the selected issues in depth and openly in detail as he identified and attempted to understand the categories of information that emerged from the data which was collected (as is recommended by Blanche, Durrheim & Painter (2006: 37)).

Research approach

Methodological approaches to conduct research could be categorized into two basic approaches and a third approach where the basic approaches are both used. The basic approaches are either qualitative or quantitative research (Kothari, 2004:4). From that then a mixed methods approach could also be utilized (Trochim & Donnelly, 2008:182). Furthermore it was noted that quantitative research involves the generation of quantitative data which can be subjected to rigorous quantitative analysis in a rigid and formal fashion. Quantitative research is also concerned with measuring different variables in terms of statistical analysis. Qualitative research is more concerned with defining and explaining concepts which arrive at meaningful and subjective conclusions (Stangor, 2011:15; Kothari, 2004:5 & Berg, 2001:54).

Data collected by means of a quantitative approach is usually presented in the form of percentages, tables and numbers while qualitative research data is normally presented in form of descriptive and narrative statements (Babbie, 2010:35; Stangor, 2011:15; Guthrie, 2012:158). Qualitative research approach focuses on words more than numbers. This does not mean that qualitative data could not also be presented in table format – the data is usually just expressed in words rather than numbers.

Qualitative research is also described as the process of inquiry with the goal of understanding a social or human problem from multiple perspectives; conducted for a natural setting with the focus goal to build a complex and holistic picture of the phenomenon of interest. (Guthrie, 2012:159).

Qualitative research shares the theoretical assumptions of the interpretative paradigm, which is in most cases based on the notion that social reality is created and sustained through the subjective experience of people involved in this communication (Nsubuga & Katamba, 2013:48).

According to Nsubuga & Katamba (2013: 48-49), the qualitative research approach has the following key features:

It involves the study of symbolic discourse that consists of the study of text and conversations.

It is the study of interpretive principles that people use to make sense of their symbolic activities

Qualitative research is the study of contextual principles, such as the roles of participants, the physical setting and the set of situational events, which guide the interpretation of discourse.

For the purpose of this study qualitative research approach was adopted because:

This study aimed to gain an in-depth understanding of the opinion whether library staff are aware of all the services UCU Libraries offers to the community

The researcher distributed Closed-ended questions to determine the knowledge capability in the services offered and identify the advocacy and marketing strength towards library and information services.

Identify the future plans UCU Libraries have towards advocacy and marketing of library and information services

An acknowledgement of contextual principles was demonstrated by the fact that the researcher gave out questionnaires and asked closed ended questions to collect data.

Population of the study

A number of authors consulted all defined population in a similar way: Population is the total number of subjects or the total environment where the researcher's interest lies (Oso & Onen, 2008:73-74; David & Sutton, 2004:149; Stangor, 2011:110; Blanche, Durrheim & Painter, 2006: 35).

The total population for this study was approximately 60 individuals from the library Staff, entity all involved in UCU library advocacy and marketing. This is because these are the decision makers and practitioners of UCU's academic and research programmes. The library staff were selected because they are the service providers of

resources to the students, academic staff and researchers. They have the authority to allow the implementation of advocating and marketing library services at UCU main campus and its affiliated campuses.

Sampling

It appears to not always be feasible to involve the entire population when conducting research. Researchers often need to extract a sample population to try and understand the qualities and behavior displayed by the entire population. Sampling refers to the number of items/ people selected from the universe/ the population in order to constitute a reliable representation of the population (Oso & Onen, 2008:75). According to Kothari (2004:55), sampling refers to the procedures the researcher undertakes and adopts in the selection of items/ people for the sample. Sample design may as well lay down the number of items/ people which are to be included in the study that is the size of the sample. Sample design is determined usually before data is collected.

Size of sample

Sample size varies depending on what the researcher would like to achieve. For this research the sample size was 40 units because the researcher wanted to ensure that the sample fulfilled the requirements of efficiency, representativeness, reliability and flexibility of the study (as recommended by Kothari (2004:57).

Sampling methods

According to Kothari (2004:55), sampling refers to the procedures the researcher undertakes and adopts in the selection of items for the sample. Sample design may as well lay down the number of items which are to be included in the study that is the size of the sample. Sample design is determined usually before data is collected.

Several ways could be used to determine who would form part of the research sample, with different types of sampling such as: convenience sampling, quota sampling, accidental sampling, cluster sampling, stratified sampling, systematic sampling, purposive sampling and snowball sampling (Nsubuga & Katamba, 2013: 78-90). The researcher utilised purposive sampling specifically for this study as discussed below:

Purposive sampling

This is the technique where the researcher consciously decides who to include in the sample. The researcher usually decides to select a sample population purposively when the individuals have special qualifications or experience that is of value for the research. Personal judgement is used to decide which individuals in the population are to be included in the study (Nsubuga & Katamba, 2013:88). The purposive sampling method

was used to identify specific individuals from whom the researcher could collect focused information.

Questionnaire

Established practice is that a questionnaire is a document containing a series of written questions a researcher supplies to his or her respondents, requesting for their response. Usually these are self-administered by posting them to the research subjects requesting them to complete and return the completed response to the researcher (Guthrie, 2010:135). To collect data in this manner is relatively cheap since the expenditure is only the mailing costs to get the document to the respondents. There is no need to involving field staff. The success of questionnaire lies more in the quality of the questionnaire itself and this gives the basis of success for the researcher.

Basavantappa (2007:333) is of the opinion that a questionnaire is a document/ schedule sent via mail to research informants - to be answered as specified in a covering letter. The schedule is then completed by the informant who interprets questions when necessary.

Today it is also quite common for researchers to develop online questionnaires using online tools such as Monkey Survey or Lime Survey (Survey Monkey Inc, 2014).

The questionnaire was seen to be the most appropriate way of collecting data for this particular research. Closed-response (close ended) questions (Guthrie, 2010:137) were seen as the most appropriate way to extract the required information. Questionnaires were used because the study is more concerned with the variables that cannot directly be observed such as opinions, attitudes, perceptions, feelings and others, and such information can easily be collected by use of questionnaire.

The sample size was quite large (40 respondents were targeted using questionnaires). It was anticipated that, when given enough time, questionnaires would be the ideal tool to collect data. The predicted target population is largely literate and it was unlikely to have difficulties to respond to questions.

Closed-response questions were used because they did not limit answers. Closed questions can act as safety valves and offer additional information which the researcher might have not thought of (Guthrie, 2010:138). It was anticipated that these closed ended questions would be high on validity because they would elicit comprehensive answers in respondents' own words (as was suggested by Guthrie (2012:131)).

Data analysis

Analysing data is the most challenging stage in qualitative research process (Yin, 2009:32). According to Nsubuga & Katamba (2013:123) *"data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative and fascinating process. It does not proceed in a linear fashion; it is not neat".* This study was qualitative in nature it is therefore subjective, in-depth and rich in information. The information, which was presented in the form of words, words derived from open-response questions used for the semi-structured question. Closed ended responses were transcribed. During that process data was 'cleaned' to ensure that an 'apples with apples' comparison was possible. It was also during this process that further clarification was asked from respondents to make sure that outliers and exceptions are correctly understood. All such changes and expansions to data collected was recorded and reported.

The researcher also used qualitative content analysis which consists of reading and re-reading the transcripts looking for similarities and differences in order to find themes and develop categories. (Nsubuga & Katamba, 2013:123) this also described and interpreted data based on the research main problems and sub research problems. This means that the responses were analyzed for content and the language used.

Data quality control

It is very important to ensure quality and validity of data so that the results can be trusted. According to Oso & Onen (2008:87-88), controlling data entails ensuring that acceptable levels of validity and reliability of instruments on the one hand but then also that the researcher describes precisely all the techniques that were employed to control and reduce the effects of extraneous variables. The researcher described and justified procedures to be used to control variance by giving an estimate of the values of validity. The technique used was to match participants on extraneous (or peripheral) variables because the researcher's sample was small enough so that all the conditions could be investigated. This ensured that the subjects were initially made comparable on the identified extraneous variables.

Ethical considerations

The issues of ethics are very important in research, despite the value of knowledge gained through conducting research;

The major issues to consider in ethical research are anonymity, researcher's responsibility, privacy, confidentiality, the general code of ethics, responsibilities and

feedback (Oso & Onen, 2008:101-103; Guthrie, 2010:14-23). Each of these aspects is described in more detail below:

Anonymity; this is where the participants names remain disclosed or remain nameless in the presentation and discussion of the findings. Respondents should have the right to remain anonymous and therefore individual identities were not a salient feature of this study.

Researcher's responsibility; the researcher needs to show sensitivity to human dignity and be 'well meaning' in his intentions. For this research the research paid special attention to ensure that these aspects were kept in mind.

Privacy; this is the protection of information on the participants side from the public disclosure. Respondents bear the right to keep from the general public certain information about themselves. Therefore the researcher maintained privacy to ensure that people were warned about the information they gave so that responses did not intrude into their personal lives.

Confidentiality; this is including of the respondents names in the findings of research data but hold then in confidence so that they are kept as secrets from public disclosure. With the matter of data collected there has to be an agreement between the researcher and respondents that information given will be limited to others to access so that private information is not accessed by everyone to cause insecurity to both individuals and the library department. The researcher did not reveal information in any way that could identify the respondents

Code of ethics; ethics are standards of any professional behaviour and are a guide which acts as the sign of integrity, towards the respondents in the research. The codes of ethics are set of principles of behaviours that any professionals should apply to their work. For the matter of this research it is very relevant to note the following issues;

Ensure that they are competent in research

Correct the representation of their expertise where necessary

Avoid a conflict of interest

Protect confidentiality

Adhere to the highest technical standards

Avoid the practice of plagiarism

Researcher responsibilities; the researcher needs to play a different role than that which may be the usual daily role and professional responsibilities. The researcher made extra effort to understand the culture and to be aware of cultural biases, hence trying to see things from the point of the respondent so that he could gain the necessary information from the correct context.

Feedback; the community feedback is very important for both a practical and an ethical perspective. The respondents are also naturally curios so as to find out if the right findings were recorded for the study (Oso & Onen, 2008:101-103; Guthrie, 2010:14-23; Denscombe, 2012:124-136; Kumar, 2005:210-216). Community feedback was acknowledged to be very important ethically and also to ensure ongoing cooperation to allow future studies at Uganda Christian University Library.

Major findings

UCU Libraries use

1. **How often they use Library resources for the following purposes**

Table. 1 Utilisation of Library resources

	Very often	often	Sometimes	Seldom	Never	Not required for my work	Total
Instructional support	5	6	8	1		1	21
Research assistant at UCU	6	6	5	1			18
Professional development	6	9	2				17
Personal/ recreational reading	5	5	10	1			21

Many of the respondents discussed that they mainly spend most of their time on instructional support and personal/recreational reading. However, others utilise library resources for research assistance and professional development.

2. **The importance of library services to be the sole provider to users**

Table. 2 Library services

	Very important	important	Moderately important	Of little importance	unimportant	Not required for my work	TOTAL
Serving as a starting point or "gateway" for locating work/research	20	2					22
Providing resources needed from academic	14	6	2				22

journals to book to electronic databases						
Serving as a repository of UCU-authored resources; in other words, preserving, keeping track of resources and archiving	15	5	2			22
Proving active support that helps to increase the productivity of teaching and research to staff	18	4	2			22
Learning Commons (research assistance., collaborative learning, group study, IT support)	14	7	2			23
Professional advice on information management	12	11				23
Professional advice on privacy and access to information	7	12	3			22
Professional trainings on Information and digital literacy	12	8	2			22
Professional advice on	10	6	5	1		22

copyright							
TOTAL	122	61	16	1			

From the table noted above staff members have made it clear that the library should be the main gateway to information.

UCU Library website

3. Importance of the library website in accomplishing academic staff's work at UCU

- O Very important=15
- O Important=7
- O Moderately important=1
- O Of little importance
- O Unimportant

Out of the 23 respondents 15 of them have indicated how useful the Library website is extremely important

4. How Often the Library Website has been accessed last year

- O Very often=8
- O Often=7
- O Sometimes=5
- O Seldom=2
- O Never

A good number of them have accessed it and this means that they can navigate it and make it of use.

5. If never, why?

Some have never accessed it because most of the communication needed by library staff is received from their group mail (librarystaff@ucu.ac.ug), some responded have noted that the Library website does not help them so much as far as their job descriptions and duties fulfillment.

6. Satisfaction of the content on the library website

- O Very satisfied
- O Satisfied=14
- O Neither satisfied nor satisfied=4
- O Dissatisfied=2
- O Very dissatisfied

Among the respondents 14 of them are satisfied with the website and those who neither or nor satisfied are 2, while the dissatisfied are also 2.

7. How the library website can be improved to meet the needs of our users

Respondents have given suggestions on how to improve the library website such as; to add social media platforms, updating the website regularly, well constituted with content, library staff to be trained on how to navigate the site, training eResources to both library staff and students, develop awareness of the site, filling in the information gap especially research support materials, provide full package of the institutional repository, avail necessary passwords and usernames of the different ebooks and eJournals databases, site to be updated according to the ongoing activies and market the importance of the site to both students and staff.

8. How often they have accessed the library catalogue (OPAC) in the past year

- O Very often=12
- O Often=5
- O Sometimes=3
- O Seldom=2
- O Never

The OPAC is fully accessed by 12 respondents and often are 5, sometimes are 3

9. Other post-secondary library websites which would be considered

The post-secondary library websites are; Makerere University library, Google Scholar, Gulu University Library, Research Library website.

10. Particularly appealing in the website (s) mentioned above

Respondents appeal the website to include authentic materials, easily accessible and user friendly with those familiar to the OPAC, links easily to electronic resources, and there are number of online journals and databases with different formats which can be downloaded and accessed at your convenience, as well as facilitating to research indexes which impact on research.

Library services resources training and instructions

11. Relevancy of the skills in the following areas

	Very relevant	relevant	Moderately relevant	Of little relevant	not relevant	TOTAL
Information skills (accessing library	13	1				14

eResources such as articles in eJournals databases, eBooks)						
Knowledge in information management	15					15
Knowledge on privacy issues	9	3				12
Knowledge on copyright	13	3				16
TOTAL	50	7				

Out of the respondents many of them have indicated that knowledge to information management is very important and others could follow as noted in the table above.

12. Library service training and instructions they are aware of:

The table below indicates the trainings and instructions library staff are fully ware of.

	I am aware of:
In-depth library research skills instruction	13
eResources training instructions	17
Library Orientation instructions	20

13. The library service training and instructions conducted in the past year to support users to access our services promptly

	Yes	No	Not required for my work	Total
In-depth library research skills instruction	10	3	1	14
eResources training instructions	12	4	1	17
Library Orientation instructions	17	2		19

Library orientation instructions and eResources training have been conducted at a maximum level to support library users' access the services promptly.

14. Satisfaction of library staff conducting the library service trainings and instructions in the past year

	Very satisfied	Satisfied	Neither satisfied nor	Dissatisfied	Very dissatisfied	TOTAL

			dissatisfied			
In-depth library research skills instruction	2	7	3	1		13
eResources training instructions		11	3			14
Library Orientation instructions	9	6	1	1		17

 According to the respondents feedback Library orientation is conducted better than the rest of the training. However, eResources trainings and research skills training need more effort so that the delivery of services is fully balanced.

15. How the training/instruction-orientation roles of the library can be improved to meet our users' needs

A number of suggestions where raised in the survey on how trainings can be improved and empowered to meet the users' satisfaction as discussed below;

Publicity should be improved. That is different platforms should be used to publicize the training most especially orientation

Lecturers should be part of the team to spearhead the trainings because they have direct contact with the students

Leaflets or brochures about library orientation could be given out to students alongside their admission letters to prepare them for the face to face orientation

It should be time tabled on the academic teaching time table
Visit lecture rooms to talk to students so that only can come for orientation

More effort should be put in to make students like the library

They should be done at the beginning and in the middle of the semester

We need more time scheduled for orientation

Continuous library user training

Staff in their respective sections should handle the trainings for particular students. Other issues should be incorporated E.g. use of elevator, use of flash toilets etc

A video presentation would help users understand better the trainings

Training student by giving students course works that have information related to the eResources

Training students should be mandatory and all staff should be responsible and very willing to help patrons

Making all library staff involved

Avail one-on-one training create an audio-visual directory for students to access on their phones through the library website

Vigilance in training exercise is needed

Training many staff to get involved

Trainings should be made compulsory to all students especially to the new students
It should be carried out more than once per semester
Staff should be given opportunity to speak for their respective sections during orientation

16. List of training needs or desired skills related to staff performance improvement

eResources trainings
Library research skills
Leadership skills
Library management, collection development, copyright, intellectual property

More skills on how to search for statutes in book index
Skills on how to download eBooks and other online resources

Good customer care skills

Technical training/ cataloguing of periodicals, conservation and preservation of research out puts, research communication

In depth training on writing research papers, presentation of research work at conferences and seminars

Initiative and enterprise skills, learning skills

Classification trainings
Technical operation pf the used software

Research assistance skills

Need more training in new technologies coming up

Collection development skills

Trainings in information security and digitization

Training in information literacy

Learn more on eResources
More computer skills needed

Trainings in emergency response in case of water or fire
Training on emotional intelligence

Writing and publishing skills

UCU library and archives collections

17. Entire library collection which staff members are aware of:

These services are displayed in the table below and among them eBooks, eJournals, print book collection, print journals staff are aware of them and their usage. However, areas such as cassette tapes, video tapes are less known. Hence, this affects their utilisation since even the advocators are not fully aware of their existence in the library collection. See the table below.

	I am aware of:
Electronic books (eBooks)	21
On-line journal articles (eJournals)	21
Print book collection	21
Print journals	21
NGOs, government bulletins and reports	18
DVDs and CDs	16
Cassette tapes, Video tapes	12
Digital Archives	14
Print/paper Archives	19

18. How library staff have advocated and marketed the library collection in the past year to meet users' needs at UCU.

The levels of advocacy are mainly put on eBooks, eJournals, print books and journals hence the rest of the collection is not well known and advocated for. To enhance its usage as noted in the table below.

	Very often	Often	Sometimes	Seldom	Never	Not required for my work	TOTAL
Electronic books (eBooks)	9	7	4	1	1		22
On-line journal articles	8	8	3	3			22

(eJournals)							
Print book collection	10	5	3				18
Print journals	7	5	6	1			19
NGOs, government bulletins and reports	3	4	6	1	3		17
DVDs and CDs	2	2	4	7	3		18
Cassette tapes, Video tapes			6		7	3	16
Digital Archives	1	1	4	1	6	2	15
Print/paper Archives	1	2	2	1	7	2	15
TOTAL	41	34	38	15	27	7	

19. Levels of satisfaction in advocating and marketing of the library collection to for users to be able to access them promptly

The trend remains the same that eBooks, eJournals, print books and journals mainly marked for and advocated for fully and others are less taken important, which has caused the library to be looked at as small entity of services yet many services are available. This need to be looked at cautiously and revised to proper service delivery. Statistics from the collected data indicate so in the table below.

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	TOTAL
Electronic books (eBooks)	2	10	6	1		19
On-line journal articles (eJournals)	4	11	4			19
Print book collection	8	10	1			19
Print journals	3	7	4	1		15
NGOs, government bulletins and reports	2	6	6	2		16
DVDs and CDs	1	2	7	2		12
Cassette tapes, Video tapes			8	4		12
Digital Archives	1	3	7	2		12
Print/paper Archives		6	6	2		15
TOTAL	21	55	49	14		

20. How the UCU libraries and archives collections can be improved to meet the needs of their users

A number of Ideas have been raised to improve service delivery and those which can meet our users' interests as discussed below;

Develop a desktop smart phone application for library to bring services closer after digitisation of the collection

Engage users and faculties in collection development practices

By uploading new collections and updating the existing collections

To digitise all the collection for easy access and retrieval to both the users and staff

Buying more copies of core information materials

Marketing is key and then how hospitable staff can be

Though allowing students to access the information they are interested in

Students prefer to use materials from local authors other than English authors so library should consider this while purchasing library materials

By purchasing current books with latest editions
By encouraging users to access the collection

Continue with marketing and training services

Continuous support of users

Establishment of a digital section in the library to increase access and usage of digital services in the ucu libraries

Provide up to date and required resources from the respective faculties and also improve the repository

Users and staff should be sensitised more and trained about the archives and their relevancy

The DVDs and CDs are not exposed to circulation

More outreach should be done so as for the library patrons to be aware of what is available

Library services and facilities for faculty and staff

21. The library services and facilities library staff are aware of

These are the services which are offered on daily basis to the library users as described below in the table and the awareness levels by statistics is displayed in the table as well.

	I am aware of:

Online catalogue (OPAC)	21
Ezproxy (Off-campus access to the library electronic resources 24/7)	16
Research assistance services and periodicals	20
Print book reservation areas	18
Study / reading spaces	18
Specialised computer labs.	18
Power point room	19
Learning Commons	20
Study carrels	18
Archives research materials	18
Reference/Inquiry desk	19
Faculty Work Room	20

22. How library staff have advocated and marketed the services and facilities in the past year

The table below shows the statistics of how library staff have advocated and marketed for the services and facilities. According to the statistics much emphasis has been put on print materials, OPAC, and all the rest of the services need serious boosting so that users can appreciate as well as utilise all the services the library provides.

	Very often	Often	Sometimes	Seldom	Never	Not required for my work
Online catalogue (OPAC)	8	6	6		1	
Off-campus access to the library electronic resources 24/7	4	2	9		4	1
Research assistance facilities and periodicals	8	5	3	2	2	
Print book reservation areas	13	2	3	1	2	
Study / reading spaces	7	4	3	2	3	
Specialised computer labs.	2	4	4	5	3	
Power point room	2	4	4	2	4	
Learning Commons	6	4	4	1	2	
Study carrels	3	4	7	3	3	
Archives research materials	1	3	6	5	3	
Reference/Inquiry desk	5	7	3		2	
Faculty Work Room	1	1	6	4	3	

23. Satisfaction over advocacy of the services and facilities to promote their utilisation and usage

It has been repeated that still print materials and OPAC are the most utilised materials because even when library staff are advocating and marketing them. That is how far they have gone. This is an indicator that a lot of work is a head of UCU Libraries to promote all the services so that users can also utilise them fully. The table below describes this clearly in the statistics collected during the survey exercise.

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Online catalogue (OPAC)	5	12	1	2	
Off-campus access to the library electronic resources 24/7	2	6	7	2	
Research assistance facilities and periodicals	4	7	5	1	
Print book reservation areas	10	7	2		
Study / reading spaces	3	11	3		
Specialised computer labs.	2	8	6		
Power point room	3	7	8		
Learning Commons	6	8	3		
Study carrels	3	6	7		
Archives research materials		6	8	2	
Reference/Inquiry desk	5	11		1	
Faculty Work Room	1	6	7	1	

24. The following library communication tools used

- O Library website (http://library.ucu.ac.ug)=14
- O Library email (library@ucu.ac.ug)=7
- O Library staff email (librarystaff@ucu.ac.ug)=14
- O Face book (https://www.facebook.com/UCULibrary) =7
- O Twitter (https://twitter.com/UcuLibrary)=4

According to the statistics gathered during the survey exercise many of the respondents indicated that they mainly use the library staff group mail to communicate or receive

communication both internally and externally. However, other tools are averagely utilised.

25. Level of agreement with the following statements

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Not applicable
Library operational hours	9	8	1	2		
Dress Code is appropriate	8	13	1			
Borrowing period are appropriate	8	12	2			
Food and drink rules are appropriate	6	15	1			

26. How the library services and facilities can be improved to meet our users' needs

Respondents have given number of ideas which can be taken up by the library administration to improve on the services and facilities to suit the interests of our users as discussed below.

Vigilance by the staff and acquisition of more skills in library management

By keeping the places of convenience clean and their facilities

There is need for more emphasis on training (user education) and use of social media platforms

There should be more enforcement of library rules and regulations

We need to do so much on marketing library services and orientation should be key

Putting up notices for any educational materials

More need for reading space and bookshelves

We need to know the interests of the students first hence provide these specific needs

More motivated staff to provide better customer

Creating a platform to receive feedbacks from users such as suggestion forms, social media

Operational hours should be considered and also security for staff on evening shifts

Library staff should collaborate to advocate and market the services and facilities

Increased accessibility and modern refurbished reference desk re-enforced

Improve on security of information materials by digitisation

There should be balanced service delivery to both undergraduates and post graduates

Improving customer care services and staff motivation

Develop a library manual

Engage users though surveys

27. How often students have been referred to access library services in the past year

The statistics below indicate that less has been achieved as far as advocacy and marketing of library services is concerned. This is so because most of the effort has been put on print materials and the OPAC. This is clearly indicated in the gathered statistics in the table below.

	Very often	Often	Sometimes	Seldom	Never	Not required for my work
Online catalogue (OPAC)	8	8	3	2		
Off-campus access to the library electronic resources 24/7	3	5	5	3	3	2
Research assistance facilities and periodicals	6	11	4	1		1
Print book reservation areas	13	5	3	1		
Study / reading spaces	5	6	4	4	1	
Specialised computer labs.	3	5	4	4	1	1
Power point room	1	3	7	5	2	
Learning Commons	8	7	4	2	1	
Study carrels	2	3	8	4	1	
eResources (eBooks and eJournals)	8	6	4	1	1	
Archives research materials	2	2	5	7		
Reference/Inquiry desk	12	5	2	2		
Laptop circulation service	3	4	8	2	3	

28. Services and facilities for faculty/staff/students which UCU library and information services should give priority.

- Ο Electronic books and electronic journals=12
- Ο Audio-visual collections (DVDs, CDs)=1
- Ο Printed books and print journals=13
- Ο UCU Archives (digital and print)=1
- Ο Learning Commons=8
- Ο One-to-one research assistance/support=2
- Ο Training sessions (eResources, Orientation)=12
- Ο Study carrels=1
- Ο Library operating hours=2
- Ο Promoting social media use for academic and research benefit (Facebook, Skype, Twitter etc.)=2
- Ο Others, please specify…………………………………………………………………..

According to the statistics gathered many of the respondents claimed that Electronic books and electronic journals, Printed books and print journals, Training sessions (eResources, Orientation) should be given the highest priority

29. Recommendations about the priorities library services should focus on

A number of recommendations where discussed as indicated below.

Staff development in emerging library technology and software, library management, collection development and reference practices

All library services should be attended to equally to accomplish library goals

Emergency response and rescue in case of fire, electric short circuit

Focus on user satisfaction

The institutional repository should also start functioning so that our research is utilised

Promotion of library services by use of social media

Marketing available services continuously

Integration of social media

Continuous library survey and bench-marking

Electronic information
Further studies and trainees for the library staff

One on one training assistance and research assistance

Modern technology

Carrying out research

Consider training staff on social media

Staff need to incorporate the use of social media for academic purposes and communication with users e.g. WhatsApp and blogs

Demographic questions

32. In which campus library are you located? (Select only one)

- Ο Arua Campus Library
- Ο Bishop Barham College Library-Kabale
- Ο Kampala Campus Library=3
- Ο Mbale Campus Library
- Ο Bishop Tucker Library-Mukono=1
- Ο Hamu Mukasa Library-Mukono=17

33. Do you have any teaching responsibilities?

- Ο Yes
- Ο No

34. Do you have any other comments about the UCU Library services or this survey

Need to put emphasis on how to improve research and publishing
Increased access to online databases

Library staff need more motivation in order to enhance on service delivery. Need to assure staff that all sections are equally

It has been too technical

It has come at right time

Services like archives should be trained to staff

Lecture classes should be removed from the library to give stake to perform its duties

Survey not clear

Conclusion

There is a strong need to re-energize researchers, teachers, practitioners, and policy makers to consolidate efforts to develop the marketing of library and information services as an academic discipline.

Modern libraries are becoming proactive and customer – focused by tending to define the market before designing their products and services.

It is therefore recommended based on the foregoing that library services should be based on user orientation whereby users' needs are given priority in the scheme of things in the library. The library personnel should also be orientated on the importance of marketing in libraries by exposing them to what is termed as marketing mix and its applicability in libraries.

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