

**MARKETING AND USE OF ELECTRONIC INFORMATION RESOURCES
AMONG POSTGRADUATE USERS OF SELECTED ACADEMIC LIBRARIES
IN KENYA**

BY

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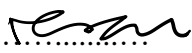
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DEDICATION

This thesis is dedicated to my lovely sons, Darrell and Harvey for their understanding while I was away for studies, and finally to my late parents for their inspiration while alive.

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ABSTRACT

The concept of marketing has become an indispensable task for librarians. In the past, marketing was mostly used by profit-making organizations; however, this concept is slowly shifting to the information world. Stiff competition from other information providers has forced librarians to rethink the best ways of providing information to end-users. Due to technological changes from holding to access, most libraries are shifting to digital information by spending many dollars to subscribe to various electronic resources that are hardly used. This study was aimed at investigating how marketing and use of e-resources are conducted among students in selected academic libraries in Kenya. The study is guided by three objectives, namely, to establish the level of awareness and use of available e-resources among postgraduate students, to analyse diverse marketing strategies in academic libraries and to assess diverse challenges of marketing and the use of e-resources. E-resources is a new trend in most African libraries hence prompting the researcher to use the technology acceptance model (TAM) to address the objectives. Four public academic libraries took part in the study with a target population of 23,234 master's students and a sample size of 160. The study employed a descriptive design using mixed-method to collect data. It also used stratified random sampling to gather data from masters' students and purposive sampling to collect data from library staff. Students received questionnaires to fill in while selected library staff were interviewed based on the study objectives. The study established that the four academic libraries subscribe to e-resources as a consortium with a reported low level of awareness of the use of electronic resources among postgraduate students. E-resource training was the most frequent strategy used by academic libraries. High subscription costs were cited as the main challenge. Other challenges facing end-users were inadequate library budget, poor internet connectivity, and unhelpful staff. The study highly recommended for training of additional marketers and library staff, the development of e-resource training manuals, increased funding, and user awareness week to address some of the identified challenges. The study concluded that e-resource usage can greatly improve learning and research in academic institutions and recommended for recruitment of highly trained personnel, adequate funding, and regular training.

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LIST OF ACRONYMS

- AGORA: Access to Global Online Research in Agriculture
- CDs: Compact Disc
- CIM: Chartered Institute of Marketing
- DVDs: Digital Video Disc
- E-BOOKS: Electronic Books
- EBSCO-Host: Elton B. Stephens Company
- FBI: Federal Bureau of Investigations
- HINARI: Health InterNetwork to Research Initiative
- ICT: Information Communication Technology
- INASP: International Network for Access to Scientific Publications
- ISBN: International Standard Book Number
- JKUAT: Jomo Kenyatta University of Agriculture and Technology
- JSTOR: Journal Storage
- KA: Knowledge Ambassadors
- KENET: Kenya Network of Education
- KLISC: Kenya Library and Information Service Consortium
- KU: Kenyatta University
- MMU: Multimedia University
- OA: Open Access
- OARE: Online access to research on the environment
- OPAC: Online Public Access Catalog
- PERI: Program for Enhancement of Research Information Project

PR: Public Relations

PU: Perceived Usefulness

SPSS: Statistical Package for Social Sciences

TAM: Technology Acceptance Model

TUK: Technical University of Kenya

WIFI: Wireless Fidelity

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter offers the study background on how marketing and the use of electronic resources is done in selected public academic libraries. Strategies of marketing the use of electronic resources, statement problem, the purpose of the study, justification of the study; objectives, justification and conceptual framework are also covered in this chapter.

1.2 Background of the Study

The concept of marketing has gradually become an essential task for librarians. According to Kolter (2015), marketing is a genuine customer value for non-profit organizations to create awareness of services that match the customers' interests and needs. With witnessed competition, information specialists should form a link with their users to meet their needs (Canzoneri, 2015). Satpathy and Dey, (2015) are also for the idea that libraries ought to market their products and services by creating a strong association with users. Awareness of the use of the internet, web-based electronic resources and online retrieval techniques are important skills for library marketers. It is necessary to actively market services by spreading the word about the library and drawing attention to your library, your services, staff and users. Librarians should always try meeting users' needs and if users fail to know about the available resources and services, they will not visit libraries. However, if they had a bad experience with library services there is the likelihood that they may share it negatively with their friends and colleagues.

Chandratre and Chandratre (2015), report that with stiff competition in the information world, marketing has become an existence factor while, in the modern world, marketing has become

the management process that identifies, anticipates and supplies users' requirements efficiently. Kutu and Olabode (2018), report that to be viable in competition from other information sources such as the internet, libraries should market their services using modern principles of marketing. Marketing was mostly for profit-making organizations in the past years; however, the trend is gradually changing because libraries are slowly embracing various modern marketing strategies geared towards customer satisfaction since the primary philosophy of the library is to gratify the needs of users (Bamigbola, 2015).

The production of scientific publications started its exponential growth in the 20th century by generating information at a high rate, a move that became problematic to most researchers who could not keep abreast with new developments hence became an international concern. There was a need for an initiative that could offer researchers scholarly information (Mammo and Ngulube, 2015). In the 1990s, the International Network for the Availability of Scientific Publications (INASP) agreed with various international global publishers to provide discount prices on electronic resources to African academic libraries to promote research and share scientific findings. The enhancement of this initiative was made possible through various programs like Online Access to Research on the Environment (OARE), the Program for Enhancement of Research Information (PERI), Access to Global Online Research in Agriculture (AGORA), and Health Internetwork to Research Initiative (HINARI). Since then, these organizations have continued to contribute to the e-resource accessibility in most African universities to meet the technological demand. Despite putting in place these initiatives, there is still a low level of awareness and usage of electronic resources.

Academic libraries in Kenya have subscribed to diverse electronic resources through KLISC; however, the absence of effective marketing strategy has become the main hindrance in using e-resources (Ndungu and Gikandi, 2018). Njoroge, (2018) conducted a study and established that the level of marketing was still low. Most respondents indicated that they were hearing about resources for the first time through surveys, from fellow students, library websites and orientation programs. Ndungu (2016) indicates that there is a need to market electronic resources in academic libraries since they have now become an integral part of the current collection. Librarians have been pressurized to justify their investment on subscription of e-resources through usage.

Social media is a powerful marketing tool in Kenya in promoting the use of resources with most libraries forming a social media link to remain in touch with their clientele. According to Zubeda (2018), this tool play a big role in USIU (A) since marketing is a new and effective phenomenon that reaches a larger customer base. However, to enhance access and use of these resources, Kasalu and Ojiambo, (2015) indicated that academic libraries should cooperate and share resources in consortia arrangements. It is, therefore, imperative to undertake continuous marketing to promote awareness and promote usage (Ankrah, and Atuase, 2018).

1.3 Statement of the Problem

Technological advancement has greatly transformed the notion of libraries from “holding to access” libraries forcing most of them to shift to digital information provision. The majority of libraries are slowly replacing print resources with digital content (Moyo, 2017). According to Millar and Schrier (2015), many academic libraries have recorded increased demand for electronic books, especially from generation Y pointing to an increasing shift from print to digital content. However, Xie (2008) established that developing digital libraries needs millions of

dollars but the question is whether users are using them, how they use them and what facilitates or hinders their access and use. Dumebi, (2017) noted that 97.7% of students were aware of the existence of online resources but few of them knew about the availability of the individual online resources. On the other hand, Bhat (2009) indicates that users over-utilize a few electronic resources regularly while ignoring other valuable ones. Inadequate skills and competencies have contributed to this challenge (Kasalu, 2015). Togia and Tsigilis (2010) cite a lack of awareness, training, and inadequate information for low usage of library resources.

According to Njuguna (2018), most libraries in Kenya have joined consortiums to bridge the knowledge ICT gap through subscription. Library surveys have however indicated low usage despite huge financial allocation towards their acquisition. There have been reported cases of underutilization that put to a waste institutional funds which lead to budget cuts. According to Ndungu and Gikandi (2018), there is low uptake and use of electronic resources in Kenyan libraries. While, Gathoni, et al. (2013) established that there is little information about the usage of electronic resources and most users are not aware of their existence.

Although studies have been done on marketing and the use of electronic information resources, local studies have shown that there is still low usage of electronic resources. Ndugu and Gikandi, (2018) state the lack of an effective marketing strategy for using electronic resources should be addressed. Mtinda (2018) reiterate that even though social media is frequently used, there are reported cases of low usage of electronic resources. According to Masese, et al. (2017), lack of awareness among users is the greatest contribution to low usage while, Maina, et al. (2017) state that most students learn about electronic resources from their fellow students. Therefore, it is imperative to assess the reasons for the low usage despite huge subscription allocations.

1.4 Purpose of the Study

To investigate how marketing and use of electronic information resources are conducted among postgraduate users of selected academic libraries in Kenya.

1.5 Objectives of the Study

- i. To establish the level of awareness and use of available electronic resources among Postgraduate students in academic libraries
- ii. To analyse strategies used to market electronic resources in academic libraries
- iii. To assess diverse challenges of marketing and use of e-resources in academic libraries

1.6 Research Questions

- i. What is the level of awareness and use of available electronic resources among postgraduate students in academic libraries?
- ii. Which strategies are used to promote electronic resources in academic libraries?
- iii. What are the challenges of marketing and the use of e-resources in academic libraries?

1.7 Justification of the Study

Low usage of electronic resources has become a major concern for most libraries trying to justify annual allocation from their parent organizations. As a result, there is a need to create awareness of the optimal use of available resources. The notion of librarians knows best has changed with most students depending on the internet for information.

Globally, academic institutions subscribe to various electronic resources with most African libraries spending many dollars on subscriptions. However, due to the low usage of e-resources,

this study intends to offer insights into the best contemporary marketing strategies that promote the use of these electronic resources among master's students in academic libraries.

1.8 Significance of the Study

The findings will be important to library administrators and policymakers for better planning on the correct approaches to use when promoting the e-resources usage. Knowledge of how to access and use these resources will improve the provision of library services and assist researchers to build upon and develop new research works.

1.9 Assumptions of the Study

The study assumed that marketing strategies promotes e-resource usage in academic libraries. The researcher also assumed that all respondents were ready and willing to fill in study questionnaires as provided for by the researcher and all respondents were duly registered, library users. There was an assumption that data collection instruments were valid and reliable for an effective study.

1.10 Scope of the Study

The study centred on diverse marketing strategies used to promote the use of electronic resources in four selected academic libraries and the researcher mainly used data obtained from library staff and the student population. Selected academic librarians and postgraduate students undertaking different courses formed the study population.

1.11 Study Limitations

Finding the exact number of library users was a limitation because some respondents were unregistered but could still use their respective libraries; however, the researcher used the class representatives to obtain the class register to ascertain the number of registered students. Some

respondents were unwilling to fill in questionnaires while others took a long time to do so hence affecting the timeline, however, the researcher explained to them that it would take the shortest time to fill in the questionnaire.

1.12 Conceptual Framework

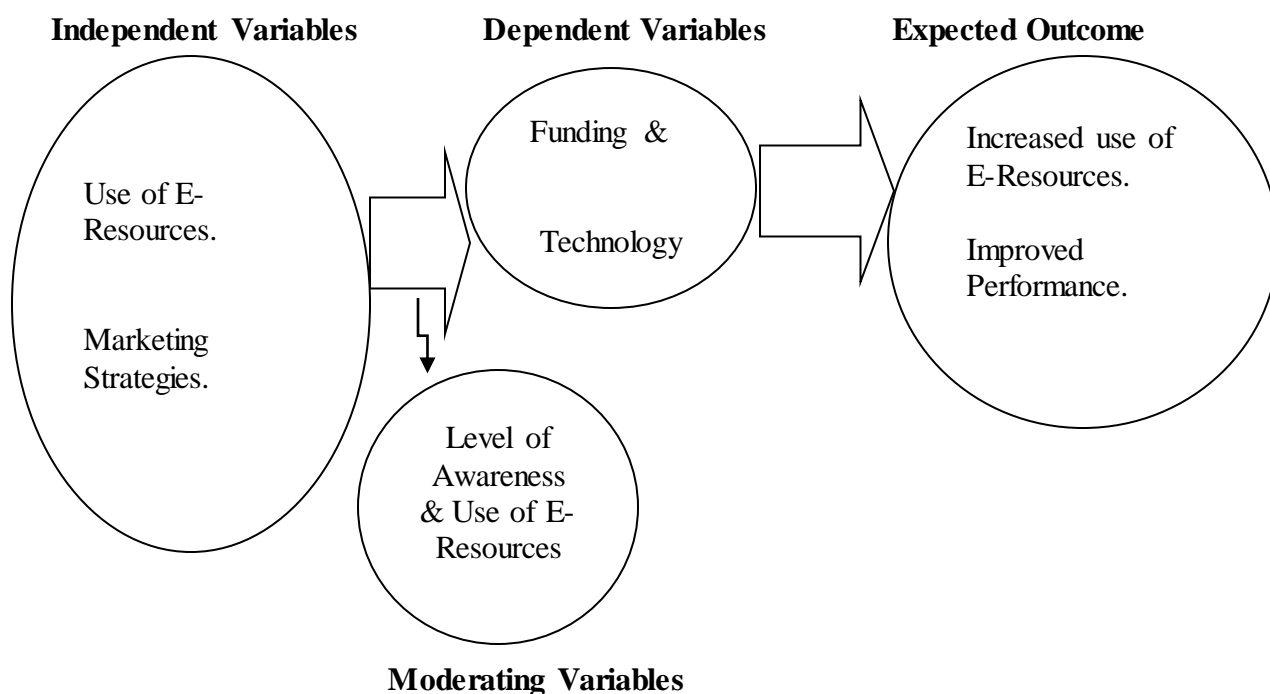


Figure 1: Conceptual Framework

Source :(Researcher, 2018)

The main variables, namely independent variables, dependent variables, moderating variables, and possible outcomes have been highlighted on the above conceptual framework. These variables are interlinked and controlled to produce the expected outcome. Manipulating dependent variables such as technology and subscription on

The use of various modern marketing strategies in academic libraries can lead to acceptance and ease of use of e-resources to improve the performance of postgraduate students. Libraries using

diverse marketing strategies to create awareness and use of resources leads to increased use of resources for efficient and effective delivery of services. User awareness as a moderating variable could positively affect the use of library resources. Therefore, effective marketing strategies can create awareness that promotes the use of resources.

1.13 Operational Definition of Terms

Academic Library: This is a library attached to an institution of higher learning to support research and learning.

Electronic Resources: This is the information available in the form of soft copy accessible and transmittable on a computer or any other electronic gadget.

Marketing: This is a management discipline allowing an institution to interpret the needs of its users and try to match or exceed them by providing relevant products or services.

Marketing Mix: To put the right product at the right place, at the right time and at the right price

Marketing Strategies: These are measures put in place by libraries to create awareness and promote the use of information resources and services

Promotion: This is a strategy used by an information centre to inform or persuade users of the benefits of their products or services.

Promotional Incentives: This is a strategy in the form of enticement given to users by libraries in promoting their products and services. This could be in the form of fine waivers, presents, etc.

Subscription: This is a form of payment made to a specific vendor to obtain permission to use a product or service e.g. e-journal or e-book.

User Awareness: This is a program designed by libraries to ensure that users are familiar with available library resources and services. The libraries hold user awareness day to bring to the attention of users of the available resources.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a literature review on the marketing of electronic information resources; the evolution of electronic resources, emerging trends in electronic resources, the future of electronic resources, theoretical framework, the available electronic resources, user awareness in academic libraries, strategies used to market electronic resources and challenges of marketing and use of electronic resources and the research gap in the study.

2.2 Marketing of Electronic Information Resources

Marketing concept was borrowed from business to public service by most organizations. This concept has lately become a pertinent component that improves the image, reputation, and a centre for attraction for new clients. Studies have shown that information organizations using modern marketing techniques have recorded an increased use of their resources and services and changed user perceptions and ideas (Kotler, 2015). Traditionally, the philosophy of the library is to continue meeting the ever-changing information needs of its users. In marketing, the focus is on the customer to improve the library's image and build relationships between organizations (Zibani and Patiswa, 2017).

Studies have indicated that information providers are gradually adopting various marketing strategies to increase visibility and awareness among electronic information users. It is highly believed that marketing creates awareness of library resources and services since academic libraries offer services to support teaching, learning, and research.

Bamigbola, (2013) indicate that libraries are non-profit making organizations and their products and services are offered freely. There has been an assumption that users will visit the library even with little or no marketing services for their products. Today, this assumption has changed because the library is not the only source of information. Information consumers are likely to find it from the internet and other sources without necessarily visiting the library. To maximize the use of these resources, a marketing plan is essential in all academic libraries. However, in most cases, due to the absence of a marketing plan, librarians have found it difficult promote their resources to end users (Harrop, et al, 2015). To change this perception, the Michigan State University in the USA employed various strategies geared towards promoting the use of resources by creating logos with books to capture the attention of many users who got attracted to the library. Kennedy (2011) conducted a study on what librarians must do to market their electronic resources by examining various techniques used by most American libraries. She found out that the most frequently used approach was patron training in group and individual training sessions. This approach was ideal to limit the anxiety of electronic resource searching among users. Jotwani, (2014), also agreed with Kennedy, that user training was the most effective technique for promoting the use of e-resources. His study reported that many Indian libraries organize training programs for different user categories on the effective use of library resources to increase awareness. However, other studies have shown that some libraries have failed to develop a marketing plan while others do not prioritize it. In addition, some library administrators and librarians lack the knowledge and skills to design a marketing plan.

Nooshinfard and Ziaei (2011) strongly believe that the effective application of marketing strategies is vital and the library website plays a paramount role. Since the 1990s, most libraries have been offering their services via websites to achieve their primary goals. The library

homepage acts as an advertising tool for various library resources to enable users to find them virtually with the option of not visiting the conventional library.

Kinengyere (2007) did a study on the impact of information literacy on the use of e-resources and revealed that majority of the libraries use information literacy programs to market their resources and increase the level of awareness. Cassian (2019) also did a study on the marketing of electronic resources in selected Tanzanian libraries and established that social media and the online catalogue were the main approaches used to inform users of their resources. Ndungu (2016) established that several Kenyan academic libraries such as JKUAT and the University of Nairobi use library websites and social media links to promote the use of their resources. They also create an active Facebook account wall to incorporate library products and service content for their users. At the United States International University (Africa) Library, Mtunda (2018) reported that libraries market their products and services on social media platforms to interact freely with students.

2.3 Evolution of Electronic Resources

The historical trail of electronic resources commenced in the mid-1960s with the introduction of MARC as an information resource tool. This development led to using the online catalogue and bibliographic databases which were later enhanced to use the information on CD ROM in the 1980s (Arshad and Ameen, 2018). Over the past 30 years, there has been witnessed lower purchasing power and growing e-resource value. During this time, collection managers have tried to revise the criteria of content selection in new formats as they maintain the traditional collection. Most academic libraries did not integrate library systems and hence depended on paper-based documents, however, in the 1980s, the majority of them tried to move the reliance

on online systems to address book collection issues (Miller, 2000). Some of these innovations included online and web-based databases to offer larger and limitless access to information.

Electronic resources usage in the US started with the development of MARC in the 1960s with bibliographic databases also becoming available at almost the same time. This development was driven by the main value of library science in most parts of the country. In the 20th century, electronic resources provided direct, convenient and timely access to information users. This development has so far re-organized staff to accommodate the changing technology. In India, the introduction of CD-ROM in the 1980s made library technology popular due to its cost-effectiveness, and unlimited access to information (Patil, 2018).

Dodger Summit developed the first commercial online service in 1972 for Space Company followed by the Canadian online enquiry service, which later led to the expansion of the concept of marketing in most academic and special libraries. The full database was availed in the 1980s on various commercial search services and other mediated search engines. The knowledge index was also developed in 1982 with the introduction of CD-ROM in most libraries followed by the World Wide Web(www) in libraries in the 1990s (Rach, 2014).

Electronic resources are now becoming necessary by digitizing printed resources leading to increased availability of e-books and e-journals, and published materials also becoming more accessible on open access platforms. The advent of the digital revolution has led to libraries incorporating e-resources into their collection and services to provide direct access, convenience and timely information access.

2.4 Emerging Trends in Electronic Resources

The development of ICT has taken over every part of the university library activities. This form of advancement has tried to address the ever-changing sophisticated information requirements of users. In the 21st century, academic libraries cannot work well without the existence of e-resources leading to major changes in the ICT and information provision world (Ankrah and Atuase, 2018). According to Nandeeshha and Laxmi, (2021), ICT has a significant role in national development that has led to library modernization to provide easy and fast information access. This development has led to the provision and adoption of various digital library services.

2.4.1 Cloud Computing

In cloud computing, massive scalable and elastic ICT services are delivered to external customers using internet technologies. Libraries have the opportunity to extend their services to users using cloud computing without any expertise on how to manage these resources. Dutt, (2015), indicates that cloud computing is a new phenomenon in service provision and it has changed the way computers are used irrespective of location by offering economical and cost-saving services using hardware/software from third-party sources. Most libraries have benefitted from using integrated library management systems, websites or library portals and institutional repositories.

2.4.2 Library Management Software

This is the management of library resources to offer access to electronic resources effectively. It speeds up workflow, save staff time and eliminates costly overlap between packages. It also provides statistics for making decisions and helps the library to make efficient use of its budget. This software can be either commercial such as V-SMART or open-source such as KOHA (Varian, 2020). In Kenya, (Otiike and Barát, 2021), established that the description of the

technology and remote learning has come up with new shifts in digital information access. Organizational funds purchase e-journals, e-books and other subscriptions hence realizing library developmental changes to adopt various technologies for proper management and access to resources. Therefore, academic libraries must consider integrating technological systems into conventional information resources.

2.4.3 Open Access in Libraries

This is unrestricted online access to scholarly publications freely available on the public internet that permits any user to read, download, copy, distribute, print, search or link. This movement started in the 1990s as an option to traditional publishing due to the availability of internet services leading to self-archiving and open access journals. Users can now share knowledge for the benefit of the wider public good. Bailey, (2007) indicates that open access content should be freely available without the expectation of payment to include peer-reviewed journal articles and other un-published pre-prints for easy access. According to Pinfield, (2015), open access is beneficial to the community of researchers because of fewer library-based activities and more need for information management activities. There is also witnessed widespread dissemination of research findings from within and outside the research community.

2.4.4 Institutional Repositories

According to Rao, (2007), an institutional repository is a tool that collects, stores, and disseminates information to advance scholarly communication. It provides access to research output of an institution through self-archiving and stores digital assets such as unpublished and other easily lost literature. For an individual, an institutional repository provides a common archive for their research work. It creates global visibility through collection of content in a sole location and provides access to institutional research output through self-archiving. It also stores

and preserves other digital assets for an institution (Library and Information Science BID Network, 2018). According to Sucheth, (2021), the four main benefits of an institutional repository are to collate research output fragmented across various departments and disciplines to increase visibility, build intellectual leadership and credibility as well as preserve scholarly work. (Fruin, 2021) adds that institutional repositories can be a mechanism for making the works of an institution accessible on the web.

The advent of institutional repositories has enabled academic libraries to create, manage, preserve and disseminate scholarly materials. In most libraries, e-theses and dissertations form part of the collection. Most academic institutions and libraries use institutional repositories to attract high-quality faculty, students and research findings. In India, internationally reported institutions produce a good number of research documents archived in a repository for access and sharing. Jelagat et al., (2021) established that institutional repositories in Kenya support teaching, learning and research with grey literature such as thesis, books, and conference presentations dominating.

2.5 The Future of Electronic Resources

Due to constant changes, it is meaningful to reflect on the future of information and how things will be. The advent of electronic resources has contributed heavily to changing the landscape of librarianship with improved technology not insuring the success of electronic resources. It is paramount that publishers should follow set up standards on electronic resources and librarians ought to encourage users to utilize provided information.

Due to the ever-increasing cost of electronic resources, the issue of handling the license agreement, payments and delivery of resources should be discussed to exchange information

across competing systems. The metadata management system should be regularly named and entered into the system to help staff eliminate redundant workflows for accessing several resources (Tijerina and King, 2008). Most libraries have tried to identify and implement core library management system functions to increase usage, whilst others have tried to automate administrative tasks for future use. However, it is important to comprehend various points of permissions and restrictions of using electronic resources at local and consortia levels. It is also important to be notified whenever e-resources have been upgraded and heightened and with planned outages (Fons, 2008). According to Yalman and Kutluca, (2012), the need to preserve printed sources of information by transferring them to future generations has enhanced changes in our libraries.

In this digital era, electronic resources are very common in libraries with the internet rapidly displacing the use of external storage media such as CD-ROMs and floppy disks. There is witnessed the growth of libraries globally due to the information revolution while, electronic resource needs also increasing and changing day by day due to the benefits of electronic resources such as time-saving, quick access and accessibility (Bhardwaj and Sharma, 2015). The availability of a high number of electronic resources has brought a challenge to the retrieval of relevant and authoritative information; however, it is critical to locate information promptly for researchers and information professionals. The advent of the internet has offered a much lower cost of e-resource reproduction and distribution compared to print materials. The evolution of electronic journals has also tried to replace print materials due to the high demand from the scholarly community who wants to access a broad range of academic materials in electronic formats (Varian, 2020). With the current demand for paperless information, electronic resources such as e-books have become more popular with vendors, publishers and librarians in the past

years hence librarians should try to think beyond the printed materials and subscribe to as many databases as possible to utilize the capabilities of electronic resources (Connaway, 2003).

2.6 Theoretical Framework

This is a model of how one makes logical sense of the correlation among several vital factors to the problem. A good theory guides every aspect of a study by formulating questions, a statement of the problem, a discussion, data findings, and a conclusion. It also offers a well-supported reason that enables one to carry out a study (Khan, 2015).

The technology acceptance model was used to address the concept of marketing and the use of electronic resources among postgraduate students in academic libraries.

2.6.1 Technology Acceptance Model (TAM)

Adeoye and Olanrewaju (2019) agree that the library and information science discipline lacks enough models and theories but it is free to adopt and use theories from other areas of humanities and social sciences. The use of ICT services in daily lives has led to studies on the adoption and acceptance of ICT on the emergence of various models and theories to test and predict the level of acceptance. TAM theory explains user acceptance of online service portals.

This study was informed by Davis (1989); he developed a classical theory of the Technology Acceptance Model mainly applicable to information systems. However, this theory can also be in digital libraries providing e-resources and services. The use of ICT in diverse disciplines facilitates studies in the adoption and acceptance of ICT which has led to the emergence of various models and theories to test and predict the level of acceptance of TAM theory in information science. This theory highly suggests that users encounter new technology based on diverse factors to inspire their decision on how and when they use the new system or service. These factors include behavioural intentions, attitude and perceived usefulness, individual

intentions and the condition of the organization. However, two major beliefs are vital in this model namely; perceived usefulness and perceived ease of use (Urhiewhu, 2015). TAM shows that a user's intention to adopt a given technological service is guided and determined by two distinct beliefs of perceived ease of use (PEOU) and perceived usefulness (PU).

Miller and Khera (2010) indicate that the TAM model is mainly used and accepted in developing contexts that have been under-tested in diverse developing conditions. Since its introduction, much empirical evidence and research globally have strongly recommended that TAM is the correct framework and reliable adopted predictor. Perceived ease of use is the extent to which a potential user perceives or believes that the use of a service will be free of effort. Ma, et al. (2017) indicate that perceived ease of use is the degree to which people perceive how easy it is to use technology. A person believes that using a given system would be free of effort hence giving them freedom from difficulty or great effort.

Perceived usefulness is the point at which a user believes that technology use will enhance their performance. According to Ma, et al., (2017), PU is the level to which a user believes how useful technology would be to them. Davis, (1989) adds that perceived usefulness is the degree to which a person believes that using a given system would improve his or her performance. A high-performing system or service makes a user believe that it would satisfy their needs. Usefulness is significantly associated with usage than ease of use. Adeoye and Olanrewaju (2019) established that users find it easy to search and retrieve a piece of information from a given e-database than using traditional methods.

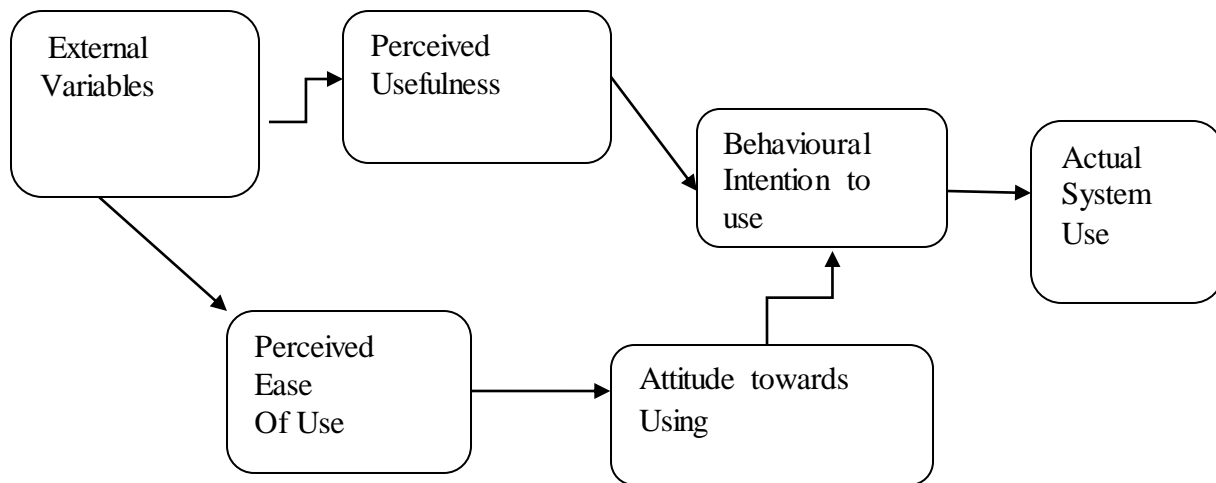


Figure 2: Technology Acceptance Model
(Nippie, 2011)

2.6.2 Relevance of Technology Acceptance Model

Technological use depends on the effect of its performance or the effort needed to act. Postgraduate users may decide to use electronic resources depending on the benefits they weigh to boost their performance or access information with little effort. Their ability to accept and use electronic resources simplifies their learning.

The correlation between the use of ICT in libraries and performance is perceived usefulness in which a user may think that the use of library ICT such as remote access services contributes to quick and unlimited access to e-resources from anywhere at any time hence tend to choose and use it. Olanrewaju (2019) tested TAM and established that students perceived the usefulness of electronic resources in academic works to be useful or positive. Users hence tend to use electronic resources since they perceive it to be user-friendly compared to other conventional resources.

2.7 Electronic Resources in Academic Libraries

Electronic information resources necessitate computer access or any electronic system that delivers a collection of data in text, e-journals, image collections, and other multimedia products (Tsakonas, and Papatheodorou, 2006). E-resources are attached to search and retrieval tools to facilitate available literature searches over the web 24 hours a day (Dhanavandan and Tamizhchelvan 2012). They are increasingly becoming popular tools for research and academic activities due to increased user awareness programs and the currency of information they contain. They have greatly enabled patrons to conduct research hence the library is now “open” 24 hours a day, 7 days a week.

Shuling (2007) reports that electronic resources have become necessary and heavily relied on by academicians because it has enormously changed information handling and management in many African universities (Egberongbe 2011). Numerous libraries have initiated electronic resource projects by offering user training on access and use of resources. Due to these developments, there has been an increased preference for e-resources compared to print format (Kumar and Kumar, 2008). The number of e-journals is growing every day since libraries are getting more and more interested in a subscription to e-journals due to their benefits. Access to resources than collection building, especially if access is perpetual and highly advocated for because electronic resources facilitate libraries to get the full benefits of many resources at lower costs and in minimal time. E-resources provide access to the most current information that might be restricted to the user due to geographical location or finances. E-resources provide extensive links to explore additional resources for teaching, research, and training. Togia and Tsigilis, (2010) support the use of e-resources in libraries due to their currency, frequent updates, advanced search capabilities, flexibility to store results, and access to information without

restrictions of time and location. Bajpai, et al., (2009) indicates that electronic resources have a vast impact on library collection due to their inherent capabilities, cheap access, and savings in storage and maintenance compared to print materials. The increased popularity of these resources is mainly due to a lack of restrictions and geographical location. Presently, digital resources enable researchers and students to access global resources to support their work. Gakibayo and Okello-Obura, (2013) maintain that libraries must be precursors for technology transfer from developed to developing nations to meet African Libraries' expectations by providing a link between local schools and those in developed countries. They, however, agree with other authors that e-resources have come with many advantages over print materials such as speedy access, the ability to search multiple files at a time, and the ability to access documents from any point; therefore, should be widely used by academicians.

Libraries are currently facing economic hardships due to the declining budget allocation hence negatively affecting information delivery. To maximize e-resource usage, a well-developed user awareness program can facilitate access and use of digital resources. The parent organization can also sponsor some library personnel engaged in the lifelong pursuit of knowledge for professional and personal growth.

2.7.1 The Internet

Globally, the internet is becoming highly dependable by most people and organizations to perform various functions. Most African Universities can now compete strongly with their sister universities in developed countries on resource sharing. This development has left institutions of higher learning with no choice other than to connect to the global internet to reap their full benefits (Etim, 2006). Fifty-four African countries in 2007 were already connected to the internet while in 2009, the total number of users stood at 1.4% compared to the global average of 12.7%

(InternetWorldstats.com, 2009). Internet connectivity has a profound effect on sharing information, making business transactions, and supporting global collaboration among individuals and countries. Anne, Edem, and Ottong, (2010), agree that the internet is a powerful tool that helps individuals to share, process, retrieve, and disseminate information. It acts as a platform for scholarly communication and e-publishing to access and use in information centres. Clayton and Pascoe, (2000), report that the internet has enormous potential for academic use; members of the academic staff have an opportunity to join the new e-invisible college of researchers and scholars around the globe. This tool has become a global information resource providing broader access to information beyond national boundaries.

In this era of dwindling budgetary allocations for academic libraries, e-resources are becoming a source of relief for libraries and users because academic journals, online databases, teaching, and scholarly materials are freely accessible at any time via the internet. Academicians rely heavily on the internet to request information via email to librarians; they obtain the required resources through electronic document delivery systems. This has made the internet a great source of information, and resource sharing, and enhanced increased productivity that promotes teaching and research. Gakibayo, and Ikoja -Odongo, (2013) indicate that members of teaching staff in academic institutions value the internet because of its ease of use, convenience, and access to free information among others. Loi, Lam, Ngo, and Cheong, (2015) indicate in their report that ICT-Based tools are mainly applied in a number of libraries to simplify networking and sharing of resources to eradicate duplication of efforts, increase the operation speed and raise information access. According to Semertzaki, (2008) most libraries use the internet as a marketing tool to provide general information on their collection and services. Agha, (2002), reiterates that the internet is useful in libraries for public relations exercises, to build a good

public image, and as a tool of communication.

Despite numerous benefits brought by the internet, it has also emerged with challenges, especially for developing countries. Sharma and Vishwanathan, (2001) reiterate that in developing countries, maintaining digital content is more difficult than physical content due to software architecture and high costs of maintenance. Academic libraries have also continued to record a few highly educated librarians to train users on the strategies of accessing and use of library resources.

Libraries require adequate funding to procure ICT facilities and pay for online services. These facilities and services are becoming more expensive and mainly available in developed countries (Emmanuel and Sife, 2008). Butt and Mahmood, (2009) assert that libraries in developing countries are also facing challenges in the use of the internet such as slow speed, language difficulties, copyright issues, access limitations, high subscription costs, and lack of awareness. Libraries should be at the forefront of training users on the best ways of accessing electronic resources. Workshops and conferences, bulletins, word of mouth, and library alerts are the best strategies for creating awareness of available resources. Therefore, there is a need to train staff on online marketing activities and integrate these activities into the mainstream functions of the library. To realize efficiency, academic libraries can incorporate online marketing as part of their management philosophy by involving all members of staff to be more meaningful if librarians attain proper training on how to do it best. ICT skilled staff can receive support and encouragement to use internet services.

2.7.2 Electronic Journals

Electronic journals are also known as online, paperless, or virtual journals because their content is produced and stored electronically and is retrievable (Nisha, and Ali, 2013). Academic libraries subscribe to various journal databases for their community of members and the library website acts as a promotional tool for various e-journals.

Electronic journal usage is reported to have increased by 40.7% in most academic libraries due to user training, guidelines, manuals, and tutorial prepared by librarians and delivered to users (Gonzalez and Molteni, 2007). Jamali, Nicholas, and Huntington, (2005), found that in the United Kingdom, the percentage of University Library information resource expenditure on e-journals increased in 2000-2001 from 47-to 52 %. Ali and Nisha, (2013) report that more than 60% of online users use electronic journals every week for research and most faculty members access these resources through Science Direct and EBSCO-Host due to their availability and quick search. In higher institutions of learning, many scholars heavily depend on peer-reviewed articles for efficiency of scientific scholarship, facilitate scholarly practice and create new kinds of scholarly work.

Most academic and research libraries are now moving towards e-access to journals due to their benefits, a move that has greatly increased the library budget. Access to electronic journal content has made the number of staff and the amount of time spent tremendously increased due to the creation of new positions such as electronic resource librarian and electronic access librarian to manage the vast amount of available electronic resources. There have been reduced requests for print articles because users can trace electronic articles independently. Malemia, (2014), indicate that even though printed resources are still very important in research, electronic resources have become popular because they bring information directly to the desktop and are

available in electronic media via the internet. Some other benefits of electronic journals for academic institutions may include access to enhanced search abilities, current information, and no need for shelves as well as multiple user access to information.

Inaccessibility to electronic journals in Sub-Saharan Africa is a hindrance to academic research with reports showing that some academics and students in East & Southern Africa have access to a wide range of high-quality peer-reviewed e-journals; however, using these resources regularly for research and teaching has become a challenge due to the lack of reliable high-speed broadband connections. (Malemia, 2014) point out several barriers users encounter while using electronic resources such as lack of computers, limitations of connectivity, searching skills, unfriendly interface, lack of time, and limited publicity. In Africa, ICT facilities are relatively underdeveloped in most universities with limited funding. Kumar, (2014) reports that many research scholars participate in library training programs, but their participation does not translate to increased usage. Brown and Swan, (2007), indicate that some users get confused because library websites lack lists of available electronic journals on the subject while others lack the knowledge of electronic resources due to the lack of a user awareness program. Many library users also lack the necessary training on electronic resource usage and the need to review the current provision of training and available resources in consultation with users is wanting. Although electronic journals, in theory, offer faster and easier access to journals, the author says that access to e-journals is mainly through subscription while other users do not understand how best they can access these resources compared to print journals.

Information professionals play an integral role in promoting the use of e-journals hence, they should comprehend the information-seeking behaviour patterns of users to offer relevant and timely content with support from the management of the library.

2.7.3 Electronic Books

This is a medium where information is organized and structured and presented to the reader to facilitate consultation (Tedd, 2005). Academic libraries stock various e-books like textbooks with embedded links, multimedia books with sound and images, online reference books, online dictionaries, and digitized versions of “out-of-print books”.

In the US, e-book users have steadily grown since 2006 and this growth accounts for 5% of all book sales, and publishers are typically the party that determines the usage license (Walters, 2000). According to Tedd, (2005) it is becoming an accepted view by many users that electronic books are set to become standard resources in academic libraries to help users find information to support their needs and be part of their virtual learning environment. Walters, (2013), says that thousands of advertisements and press releases are widely used marketing strategies to draw users’ attention to the merits of books. The Google search tool promotes the use of e-books from various publishers among the communities of users. Vasileiou and Rowley, (2011) indicate that electronic books have the potential to be more significant for libraries and learners than electronic journals because of the longstanding centrality of textbooks for learning in academic institutions; they also offer great potential for teaching and learning and are highly attractive to scholarly communities.

University of Liverpool campus did a survey and the results indicated that slightly over 87% of all respondents were aware that the library had access to e-books. When asked whether they had ever used e-books, 85% said that they use them to do research and other studies. The high response indicated that the use of various marketing strategies greatly improves the use of e-books in academic institutions (Springer, 2010). Swamy and Kumar, (2014) report that in academic libraries, electronic books are a more popular type of e-resources used by academics

and students due to their access with over 75% of research scholars and 84% of students agreeing that they were aware that these vital resources are available in their respective libraries. Academics play a vital role to promote e-books (Lonsdale and Armstrong, 2006). However, Abdullah and Gibb, (2006) report that at the University of Strathclyde, the level of use of e-books is still too low with numerous users citing lack of availability as the biggest challenge followed by lack of advertisement within the university community. Lynch and June, (2001) and Cox and Ormes (2001) noted that electronic books come with other challenges that users need to be aware of. E-books do not allow users the same rights just like paper books while publishers impose many restrictions on reading, printing, and interlibrary loan to prevent illegal usage. Electronic books also require an additional device to read them as well as bandwidth when downloading (Chen, 2003). Librarians should take a proactive and organized approach to promote the use of e-books. Library websites, information literacy sessions, induction sessions, in-person instructions, and emails can be some of the best marketing strategies used in libraries to promote the usage of e-books. Therefore, library marketing should be a collective responsibility of all library staff.

2.7.4 Digital Repositories

This is a set of services provided by libraries to manage and disseminate digital material originating from the institution and its member community. A digital repository has the potential to bring many benefits to an institution by improving the institution's visibility status, public value, research, and knowledge management (Krishnamurthy and Kemparaju, 2011). Jantz and Wilson, (2008) strongly believe that an institutional repository serves as a platform to develop and offer new services to the University due to its mechanism to capture material in digital content, deposit it into the digital library and provide access to it. A well-established library

contains theses and dissertations, research and technical reports, surveys, journal articles, book sections, and others.

Academic institutions in Kenya are currently developing digital repositories to market their internally generated research output. Libraries, on the other hand, have employed various outreach strategies that inform their existence whereby in academic libraries, reference librarians, liaison librarians, and subject specialists communicate to faculty the benefits and features of institutional repositories. According to Madsen and Oleen, (2013) multiple authors have shown the importance of reference librarians, liaisons, and subject specialists' roles in marketing and communicating with faculty about the features and benefits of institutional repositories for an academic institution. Bell, Foster, and Gibbons, (2005) argued that institutional repositories offer faculty members a simpler way to make their work secure and easily without having to maintain a server or backup.

Information centres are increasingly becoming major distributors of institutional repository content and librarians act as midwives of scholarly output by enduring value into the hands of faculty and students. The library campaigns internally on the benefits of digital repositories through sensitization. In many institutions of higher learning, information professionals advocate setting up institutional repositories to display the scholarly output of their institutions. This is simply because they are an inexpensive means for disseminating faculty research output and influence journal prices downward. External promotions register the repository in the corresponding records to guarantee search engine investigation (Gonzalez and Porcel, 2007). In the academic sector, the key role of information professionals and publishers is to improve the communication of scholarly research, and digital repositories represent how scholarly research is visible and accessible to users.

Librarians should take a leading role in sensitizing researchers and authors on the benefits of digital repositories for an organization. Fortier and Laws,(2014) advocate for the continued marketing of digital repository services for the growth of faculty. Word of mouth, seminars, and workshops or linking the digital repository page to the main University home page are ideal approaches to promote user awareness. Sharma and Bhardwaj, (2009) reiterate that the promotion of e-resources in institutional repositories is not difficult and advocate using public relations, promotions and communications and how-to-do-it manually, library wall space, sending emails, and attending academic lectures as some vital marketing tools in promoting digital repository for academic institutions.

Africa is rich in local content materials relevant to national development, however, the greatest challenge is the ability to bring together this content and make it accessible to the global scholarly community. Most of the African-generated content is under-utilized due to poor global visibility (Ezema, 2013). Many institutional repositories offer open-source software freely, but other costs come with it like a high level of human resource cost required to set up institutional repositories. Ramirez and Miller, (2013) are for the idea that scholars are encouraged to submit their content to digital repositories, however, the biggest challenge is convincing authors to submit their content to digital repositories. In most cases, most authors are unwilling to do so due to unknown reasons. Other issues include finances, staffing, and time which require a lot of investment. Advocacy to encourage the deposit of the content is challenging to librarians because many depositors lack the willingness to submit their work to the repository. Issues of preservation of digital content, substantial difficulties in maintaining the authenticity and integrity of objects over time, and lack of source code are other cited challenges facing the creation and sustainability of digital repositories. Trust is also a big issue when depositing intellectual assets into a digital

repository. Trust becomes a barrier as it increases the complexity of digital preservation because many authors feel that their content is not safe online. By increasing authors' morale, the digital team can avail statistics on the use of their research work by convincing faculty staff that citations to their work would tend to increase as their work becomes more visible through Google and Google Scholar (Giesecke, 2011). To obtain content from the creator, negotiations to cover legal issues on copyright, preservation, metadata, authenticity checks, and record-keeping must be discussed, (Beargie, et al., 2002). The organization can also come up with a policy guiding authors on how and what content to submit.

2.8 User Awareness in Academic Libraries

The FBI started the user awareness program in the 1980s as a counterintelligence effort to provide information on the names and reading habits of library users. Since that time, many American and European libraries have embraced this program. This program is now widely practised in libraries to familiarize users with available resources and services. Padma, et al. (2014), observe that electronic resources have been growing tremendously and have captured the attention of research scholars in recent years due to the vast available digital resources in libraries. Kwadzo, (2015) assert that electronic resources have become an established component of many academic library collections due to their wide availability and accessibility to many users at the same time. Rehman and Ramzy, (2004), agree that library resources are currently the backbone of any dynamic collection but not all users know that some of these resources directly relate to the level and effectiveness of library promotional activities. Akpojotor, (2016), suggest that it is important to create awareness among users on the availability of e-resources. The Engineering College library of India study in 2019 reported mixed results with approximately 86% of users agreeing that they were aware of available resources and less than 14% unaware

of available resources. It showed that over 80% of users had direct access to electronic resources while 19% had limited access. This revelation is attributed to the high level of awareness campaigns conducted by the library (Raja Suresh Kumar et al., 2020). At Kuwait University, a study reported the low level of awareness and poor skills that led to the low usage of electronic resources due to time constraints, lack of awareness, and low levels of skills (Ur Rehman and Ramzy, 2004).

The high usage levels on the use of electronic resources in African universities was recorded in research, teaching, personal research, and recreation (Ahmad and Panda, 2013). Das, Anushandhan, and Odisha, (2013), indicate that most scholars were aware of the availability of e-resources and largely used them to do research and references. Most users at the University of Babcock in Nigeria indicated that the level of awareness of academic journals was at 60%, followed by JSTOR at 56%, while dissertation, theses, and EBSCO-HOST were at 54%. Some academics were not aware of the available library databases; the few who were aware only used them for research activities, publication writing, and teaching (Ivwithreghweta and Oyeniran 2013). On the other hand, Okiki, (2012), reports that out of the 113 respondents, sixty-four per cent were aware of e-resources compared to over 54% who admitted that they were not aware of it. The study also revealed that over 37% of academics used e-resources for research activities while only 4% used them for leisure activities. Tyagi, (2011) indicate that over 70% of the student population was aware of digital resources, but only 69% have used them, whereas 62% were aware of offline databases but only 19% used them.

There is an existing gap between awareness and usage of electronic resources in academic libraries. Users may be aware of the resources and use them; some may be aware and do not use them while others may be unaware of them and fail to use them. Somaratna, (2010) identify

unawareness as the main reason for the low level of usage. In most libraries, users fail to utilize electronic resources due to inadequate searching skills, training, and lack of adequate information (Togia and Tsigilis, 2009). Others cited the lack of time, unfamiliarity with computerized searching, and inadequate facilities and databases as other reasons for not using resources. However, various strategies that support user awareness programs such as orientation, training programs and library websites can increase the level of awareness.

2.9 Strategies used to promote the Use of Electronic Resources

Strategies are mechanisms for coping with complicated and changing environments and are a set of guides to help organizations attain their ultimate goals (Nagendrappa and Kamble 2015). Research findings have shown that most academic libraries are doing little to market their resources leading to low e-resource patronage and underutilization.

Academic libraries must embrace and integrate marketing into the way they do their business. The “build it and they will come” philosophy does not work anymore. Google and Yahoo are giving libraries stiff competition like never before. Computer literates, on the other hand, can independently research without necessarily visiting physical libraries; hence, they fail to consider libraries as information gateways, (Kotler, et al, 2011). For libraries to stay relevant in today’s market, they must integrate various promotional strategies in their plan to develop and package relevant products and services. Library promotional campaigns can be effective in attracting and convincing users to utilize and value library resources as well as addressing various challenges facing libraries in beating the competition (Runyon and Dabney, 2013).

Marketing of electronic resources aims at informing users of available resources and regulate the transfer of services between an organization and information consumers. Modern libraries use

promotional principles and techniques through electronic media to meet the needs of their clients. Libraries have felt the effect of technological advancement for the last two decades due to rapid technological changes. Web 2.0 technologies have had many expectations and approaches in information provision among libraries and users.

Kenya joined the program for the enhancement of the research information project (PERI) in 2000 to gain access to different electronic resources. When funding ran out in 2002, a consortium was born with the key objective of sharing the cost of electronic resources; this has so far been successfully done by various academic and research libraries in Kenya working together as a team. Kenya Library and Information Service Consortium (KLISC) came on board to support internet connectivity and capacity building for librarians on the use of electronic resources. Since its inception, KLISC has been very vocal in trying to create awareness of electronic resource usage in many academic libraries (Noreh, 2009). Apart from KLISC, other electronic resource initiatives have also come up to offer free access to electronic resources while others are given at subsidized costs. However, a study carried out in selected public and private universities by INASP (K) reported that some users were hearing about e-resources for the first time, others from their colleagues, while others during University open days and exhibitions. Most library users too complained of a lack of awareness while others saw training as a solution to their challenges. This scenario, therefore, called for a serious marketing plan to create user awareness of available resources (Gathoni, et al. 2013). According to Kavulya, (2003) regardless of the type, libraries must justify their existence and funding by offering customer-oriented services because marketing and user awareness are vital activities undertaken by libraries to communicate their resources and services to users. This communication can be in the form of advertisements, word of mouth, public relations, and direct selling. Increased dependence on lecture notes and

hand-outs by undergraduate students while ignoring the rich stocks of information resources in libraries is one of the biggest challenges facing many libraries. It has also been realized that Universities no longer fulfil the information needs of their users and there is a need to consolidate their roles by undertaking sound marketing strategies.

2.9.1 Library Website

The website is increasingly becoming a connection point for library resources and services by providing access to internet research tools and full-text databases. It offers timely responses to emails and moderates the process of information delivery (Kumar and Bansal, 2014). This tool facilitates the achievement of organizational goals to gain visibility and support for integrating marketing concepts and techniques. Marketing initiatives such as publicizing activities, publicizing resource information to researchers, service promotion, and exhibition of the faculty are used by information centres to promote user awareness of electronic resources. To popularize services, many libraries incorporate other activities and means of communication into library websites such as exhibits, press releases, newsletters, and library publications (Nazifa, 2019).

Gupta, Koontz, and Massisimo (2006) reiterate the value of a good website as an effective marketing tool because of its ability to promote new library products and services. Users also consider it as an essential medium that promotes information resources with the need to redesign it for teaching. For instance, the library homepage can be designed with library instructions in mind to make it more exciting with new features. It should also look attractive, user-friendly, and easy to navigate while providing instructions to users since the central to the success of the academic library is a carefully designed and attractive website for virtual commons for the organization it serves. Academic librarians are encouraged from time to time to use a library website as a gateway to scholarly information and take the initiative of advocating for its use.

Librarians are making a persistent and persuasive pitch to students, faculty, and staff to position the library website as the first place to look for their information needs to achieve their goals. Studies have shown that the most frequently used promotional tool is the library website, however, marketing new services using a library website comes with its issues and challenges like time constraints, raising users' expectations, availability of electronic resources and accessibility (Torabi, 2011). Even though users have begun to appreciate the application of marketing in libraries, there is still a lot of information which is still unknown to most users. Therefore, the library homepage can act as the ideal tool for marketing electronic resources by making it more attractive to catch users' eyes.

2.9.2 Social Media

Social media is an online technological tool that allows people to communicate easily by utilizing the internet to share and discuss information. It is widely embraced by many users all over the world whereby people with common interests meet virtually to share thoughts, comments, and opinions in politics, economics, agriculture, health, etc. Social media consists of social networks such as Facebook, Twitter, and YouTube (Kichatov, 2010). This tool has become powerful not only in the library but also in the daily operations of many organizations to market and communicate their products and services to the intended clients. It can facilitate a closer relationship between libraries and patrons and it plays an integral role in providing outreach programs.

Survey findings published in October 2014 by Taylor & Francis group shows that over 70 % of libraries worldwide use social media platforms with Facebook and Twitter remaining the most widely used channels followed closely by Youtube.com. Currently, slightly over 1.15 billion people use Facebook compared to 700 million in 2011. Twitter users amount to 500 million

compared to 250 million in 2011. Libraries worldwide are currently using Twitter and Facebook to promote, brand, build customer relationships, and disseminate reference services and news. According to Rahadi et al., (2013) social media not only acts as a communication platform but also as a promotional tool that drives the growth of an economy of a country. More than seventy per cent of librarians recommend the use of social media in libraries to assist in seeking opinions from users on library services, reach library users in their homes or virtual spaces, publicize library events, services, and products, and increase library resources and keep abreast of industry news. Mustafa, Zainuddin, Idris, and Aziz, (2016), agree with other authors that social media is widely used in academic libraries as a new communication channel to gain user feedback (Khan, and Bhatti, 2012). The tool offers avenues for promoting library activities and resources while allowing a two-way dialogue with users. The application of social media in marketing and broadcasting provides a chance to improve customer service and complaints about the effectiveness and efficiency of customer services and products. Most libraries use social media to monitor customer feedback (Canty, 2012).

As much as social media has brought several benefits to the library, a study done by Taylor & Francis Group, (2014) came up with various challenges associated with social media in academic libraries. It was revealed that social media requires a considerable time commitment from library staff in responding to online queries. The study also reveals that some library personnel are not well versed in this new technology. Funding to support advanced social media usage and training has been an uphill task for many libraries. Chauhan, (2013), adds that one of the key challenges of social media in academic libraries is the low interest of librarians to learn and utilize this new technology for the benefit of users and the entire organization. The advent of too many social media platforms also complicates this issue. Amina and Nwanne, (2015), add that unreliable

internet connectivity, lack of skills to handle social media, privacy, and erratic power supply are other possible challenges experienced by social media users in academic libraries. Most African countries lack proper legislation to regulate the use of social media due to a lack of a clear framework. Some users can post abusive messages that compromise the credibility of an organization. There is also inadequate publicity and a lack of information on available data on social media.

Generation Y is fond of using this platform and if properly used, it will increase library visibility, user awareness, and use of electronic resources. However, previous studies do not provide adequate information on how best this technology can be impressed to transform society. In most countries, there is a lack of proper guidelines on the utilization of social media for the benefit of users. Academic libraries should therefore invest in modern technology and training by equipping staff with the necessary skills. Library administrators should ensure that ICT policies are well formulated by providing adequate funding for library services.

2.9.3 Public Relations

Public relation is an ongoing activity that ensures libraries maintain a strong public image to the clients and stakeholders. Israel, (2012) says that public relation is a management function through which an organization seeks to win and retain the understanding, sympathy, and support of those with whom they are or may be concerned. Public relation maintains a mutual understanding between the library and users to promote a positive image and create awareness of library resources and services. Marshall, (2001) asserts that public relations perform an important function of communicating necessary information to users like newly subscribed electronic databases or existing library resources and services. It also helps to overcome competition from other institutions offering similar services.

Ford and Williams, (2002) agree that public relation has a huge impact on the library as it gets the word out about possibly overlooked library resources. Trying to convince the public to have a positive image of an institution is one way of practising public relations. Libraries build support and promote user services and resources on best public relations, therefore, librarians are obliged to advocate on resources they offer to users and entice them to the library by conducting outreach programs.

Communication is vital in any given organization. Lobbying, advertisement, publicity, and press agents are some of the PR strategies used in marketing, while libraries use library signage, media talks, suggestion boxes, and public information desks as PR tools. Advocacy, marketing, communication, and development are other techniques used in public relations.

Reference librarians in most academic libraries act as public relations officers. Israel, (2012) established that a reference librarian (Public relations officer) promotes public relations in libraries. He/she should be a good communicator who understands the professional language of talking to potential and actual users. Libraries that embrace public relation create a sense of confidence for the public, opens the world of known better, embraces cooperation among professional colleagues, make better contacts between librarians and the public and keep a tab on the external environment to gather outside opinion/comments.

Studies have shown that some researchers prefer interviewing library directors and managers to obtain data on public relations while ignoring library staff who deal directly with users. Due to this, there exists scanty published information on the effectiveness of public relations in academic libraries. Researchers have also not exploited this discipline by identifying possible solutions to identified challenges. Therefore, academic libraries with established public relations

units must evaluate their programs to boost electronic resource usage and standard communication channels to promote understanding of their roles.

2.9.4 Digital Repositories and Open Access

Access and sharing of information among scholars are significant for research. The internet has simplified open access to e-resources without necessarily visiting the physical library. (Chigbu, et al., (2016) say that OA is a new way of providing e-resources due to its availability for the users to read, download, copy, print, search, and distribute full-text articles free of charge without any financial, legal, and technical challenges. On the other hand, Ratanya, (2010) adds that due to the establishment of institutional repositories in academic institutions, open access to scholarly research has become beneficial in achieving faster and wider dissemination of research findings. Terras, (2015) conclude that OA is a good incentive because it creates opportunities for the use of digital heritage content for sharing of knowledge for innovation and creativity.

Most academic institutions are gradually developing digital repositories to publicize their internally generated output by using various outreach strategies such as reference librarians, liaison librarians, and subject specialists to communicate to faculty their benefits and features. According to Madsen and Oleen (2013), multiple authors have shown the importance of reference librarians, liaisons and subject specialists' roles in marketing and communicating with faculty about the features and benefits of institutional repositories.

Information centres are increasingly becoming major distributors of digital repository content and librarians act as midwives of scholarly output by adding value to the work of faculty and students. Libraries use information professionals to promote digital repositories since they are inexpensive means of disseminating faculty research output. External promotions are necessary

by registering the repository in the corresponding records to guarantee their investigation by the search engines (Gonzalez and Porcel, 2007). The key role of both information professionals and publishers in the academic sector is to improve the communication of scholarly research. Digital repositories represent how scholarly research is visible and accessible to many users.

Africa is rich in local academic content, however, the greatest challenge is the ability of information professionals to bring together this content and make it accessible to the global scholarly community. Much of the content generated in Africa is not utilized well due to poor global visibility (Ezema, 2013). However, Ramirez and Miller (2011) are for the idea that scholars should be encouraged to submit their content to digital repositories. The biggest challenge most African librarians witness is the unwillingness of authors to submit their content to digital repositories due to unknown reasons while others may include finances, staffing, and time. Advocacy to encourage the deposit of the content is challenging because most depositors lack the willingness to submit their work to the repository. Issues of digital content preservation, substantial difficulties to maintain the authenticity and integrity of objects over time, and lack of source code are other cited challenges facing the creation and sustainability of digital repositories. Lack of trust has also become a big issue when depositing intellectual assets into a digital repository. To increase authors' morale, the digital team can avail statistics on the use of their research work by convincing faculty staff that citations to their work would tend to increase as their work becomes more visible through Google and Google Scholar (Giesecke, 2011). Negotiations to cover legal issues on copyright, preservation, metadata, authenticity checks and record-keeping must be discussed to obtain content from creators (Beagrie, et al., 2002). The organization can also design a policy that guides depositors on how and what content to submit to the digital repository. Therefore, a digital repository can be an important library promotional

incentive for users to legally and freely share electronic information resources for research. Users can also share, re-use and collaborate with other researchers in open access.

2.9.5 Library Electronic Resource Training

Academic libraries conduct orientation programs as an incentive to increase awareness of available resources and services (Kantharaj, et al. 2012). Ratanya (2010) compiled a report on the training of students using electronic resources and found out that there was an increased awareness of the availability and usage of these vital resources. Users receive free training to enable them to have hands-on skills on how best to navigate, search, access, retrieve, upload, and use information from various databases. By encouraging the use of library electronic resources, libraries award users with recognition certificates of participation at the end of training programs. For instance, after INASP and Emerald fund training workshops in conjunction with academic libraries in Kenya, participants are awarded certificates in recognition of their efforts. In Kenya, Emerald Publishers and INASP support the use of electronic resources in libraries by offering small grants to library users and staff. To qualify for a grant, library staff and users are expected to write proposals on the best ways of marketing in creative and imaginative ways. Whenever this achievement is shared with other users, it creates a high level of awareness.

2.9.6 Library Knowledge Ambassadors (KA)

Student knowledge ambassadors (KA) play an important role in supporting e-resources usage since they act as a link between library staff and their fellow students. Gikandi and Ndungu (2017) agree that the concept of knowledge ambassadors has become popular due to the increased concern about the unacceptable use of e-resources in academic universities. In Kenya, most academic libraries have developed partnership programs with students to educate their peers on the benefits of e-resources due to reported low usage of library resources. A good

number of libraries use knowledge ambassadors to manage social media platforms, hold exhibitions, develop and promote library websites and design and disseminate library brochures to other students (Uden, et al., 2018). In some libraries, students collaborate with librarians to promote library service delivery. Student ambassadors are more effective than their peers because they easily relate to their needs and challenges.

To promote the use of e-resources in academic libraries, the Cooperative University of Kenya in conjunction with Emerald Group organized a workshop for 30 library ambassador students and 10 library members of staff in 2013 to create awareness on the use of e-resources. The group provided various incentives in the form of T-Shirts, bags, teddy bears, pens and branded wristwatches to the participants. In 2015, Daystar University of Kenya conducted a sensitization workshop with financial aid from Emerald Publishing Group for knowledge ambassadors by bringing together students and e-resource librarians from diverse Kenyan universities to promote the use of e-resources. In 2017, Jomo Kenyatta University of Agriculture and Technology received funding from Emerald Group for the annual knowledge ambassador workshop attended by students and library staff from over 20 Kenyan universities.

The workshop aimed at promoting and encouraging the use of e-resources. Student ambassadors from various universities represented their respective libraries since they are more technologically savvy and vibrant to communicate with their peers. Therefore, students should be encouraged to continue promoting the use of electronic resources amongst their peers to increase usage.

2.10 Challenges of Marketing Electronic Resources in Academic Libraries

Chandel and Saikia (2012) add that electronic resources are of great benefit to users due to their availability and level of access. However, there are various challenges directly related to the use of e-resources. According to Akpojotor (2016) e-resources presents many challenges like poor infrastructure, poor user skills in searching and access, the high cost of internet subscriptions and restricted access among others. Tenopir (2003) also indicate that even though the merits of e-resources outweigh demerits, numerous studies have indicated that most users are still uncomfortable reading from computer screens and instead prefer print materials. Others have also cited access and lack of adequate technological barriers.

2.10.1 Pricing

Pricing is one of the greatest enigmas of e-resources affecting libraries and users due to price changes. Electronic resource prices are not fixed but they keep on changing due to the lack of standard pricing models where different publishers introduce different pricing policies. Different subscription rates depend on the number of users, duration of the subscription, and the level of use (Chandel and Saikia, 2012).

2.10.2 Management Issues

Unlike print resources, e-resources are only accessible to certain users. In most cases, publishers demand a subscription before providing access and, not all users can access online resources because libraries subscribe to different packages from different publishers or vendors. Some users may not have adequate time or patience to visit different websites (Wu, 2005).

2.10.3 Inadequate User Awareness

According to Chegwe and Anaehobi (2015), marketing e-resources will help customers to identify current and potential users for good relationship development. An ideal relationship with users is gained when the right marketing techniques are used to offer quality services to users. Poor marketing strategies lead to confusion and unawareness of the services and products offered by libraries. Some librarians might be aware or interested in the marketing of electronic resources but have a misunderstanding about it, while others might still hold a myopic view that their services and products are essential and that users will still use them just like before. Other librarians also assume that the needs of users are satisfied if they keep coming to the library.

2.10.4 Funding

Marketing of e-resources demands adequate funding to sustain various library promotional activities. The decline in library budgets, rising costs of resources; inadequate training of librarians and, lack of financial support from library management can be a hindrance to marketing. Statistics from the United States and Africa have recorded a downward trend in university funds that supports library programs. Obidike (2016) adds that inadequate funding and budgetary allocation are some challenges facing information resource promotional programs. Library budgets in Kenya have continued to reduce due to economic difficulties while priorities are given to other projects. It is argued that library managers are unable to justify to the university management the need for additional funding. There is also a failure by fiscal managers and policymakers to make adequate budgetary allocations for library resources. Some people perceive libraries as social and non-profit service providers. Therefore, information professionals should educate their users on the value of electronic resources and identified challenges necessitating a strong financial support from parent organizations

2.11 Solutions to Marketing of Electronic Resources

With increased bottlenecks in the use of e-resources, there is a need to find solutions to these problems with most researchers coming up with possible remedies. For instance, Agha (2002) suggests that it is vital to plan and implement the e-resource program by training library staff and fostering cooperation and teamwork among the professionals. Incorporating marketing in library management philosophy vital for customers to know the existence of e-resources.

The effectiveness of library services can be beneficial if libraries incorporate marketing into their planning by involving staff. The ideal approach is mixing traditional with online marketing to reinforce each other because; the future survival of the library highly depends on marketing. Therefore, libraries should be motivated by their commitment to realizing the level of recognition as key players within an organization. In the world of business, marketing is vital to increase profits while in libraries it is a way of creating awareness.

Librarians must realize the significance of marketing their resources using various modern strategies to increase the clientele base. For instance, Web 2.0 technology is highly embraced globally by many libraries to help promote the library's mission and brand name. YouTube and blogs are also useful in attracting young users (Patil and Pradhan, 2014). Ndungu (2016) reiterate that e-resources have now become an integral part of the library collection and hence must be brought to the attention of users. Using lesser expensive marketing and awareness approaches such as word of mouth can be a very effective strategy and extremely powerful. From 2005-to 2006, the University of Mexico launched a word-of-mouth campaign using friends of the Library, colleagues and trusted individuals in trying to market their electronic resources and services. This approach worked out very well with recorded high number of users. Other strategies include videos, audio clips, and tapes.

Due to the high cost of the subscription, a collaborative effort through cooperative purchasing for libraries is the way to go. Libraries can come together as consortia and subscribe to e-resources that meet the demands of their users. Subscription as a consortium has several advantages that offer a wide range of collections and address the rising cost of e-resources even though prices keep on changing (Chandel and Saikia, 2012).

Katabalwa, (2016) raised concern on the low level of awareness of electronic information resources in academic libraries because most users are unfamiliar with the available resources. To address the challenge of unawareness, the library management should try to employ modern strategies to achieve higher levels of awareness and skills (Rehman and Ramzy, 2004). Nevertheless, some users are unfamiliar with their resources due to a lack of interest and unawareness, therefore, information professionals should regularly promote its usage.

2.11 Research Gap

Due to the reported low level of usage of electronic resources, it is apparent that some used strategies are not compliant with contemporary users. Most users are heavily dependent on the internet hence require more appealing approaches. The absence of a customized approach has become an impediment to the use of e-resources with marginal usage indicating that the concept of marketing is not a priority. However, locally, studies are not exhaustive. Studies do not give a comprehensive picture of the level of awareness among this group of users. Therefore, there is a clear indication that there are existing gaps that should be filled. The finding of this study is a gateway to studying the significance of marketing electronic resources in Kenyan universities and indeed globally. This research, therefore, provides solutions on ideal contemporary strategies and recommends diverse ways of increasing awareness among postgraduate users.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, study area, study population, sampling techniques, data collection instruments, procedures, and methods used to analyse data.

3.2 Study Area

The study covered four academic libraries in Kenya, namely: Multimedia University (Nairobi County), Kenyatta University (Nairobi County), Technical University of Kenya (Nairobi County) and Jomo Kenyatta University of Science and Technology Libraries (Kiambu County).

The availability of adequate information from these libraries to help achieve the research objectives was a major consideration. Consequently, these libraries have a long experience in providing electronic resources using various strategies. Their proximity, the highest user population and rich electronic resources were other considered factors. There was also a need to generate stronger and more reliable evidence from these libraries than using a single library.

3.3 Research Design

A research design is a plan of connecting conceptual research problems to pertinent empirical research used as a blueprint to collect measures and analyse research (Kothari, 2011). The study used a descriptive design using a mixed-method approach.

3.3.1 Mixed Methods Approach

According to Jeanty and Hibel, (2011), the mixed-method collects, analyse and integrates both quantitative and qualitative data to provide a better understanding of a research problem. This mixed approach helped to collect data to understand the research problem better than a single

approach. Questionnaires helped to collect quantitative data from selected library staff and students based on study objectives on how marketing and use of electronic resources are conducted in libraries. Interviews were done to gain an in-depth understanding of the research problem based on a set of designed interview questions.

According to Creswell and Plano Clark, (2011), this method provides equal priority to both quantitative and qualitative research for a better understanding of a phenomenon. Azorín and Cameron, (2010) indicates that the mixed-method approach supplements each other; the qualitative method offers an in-depth explanation of the study while the quantitative method provides hard data and facts to address the study objectives. Therefore, this approach was ideal for this study to gather data on how libraries market and use electronic resources to promote among postgraduate users.

3.3.2 Research Approach

The researcher obtained a detailed description of how marketing promotes the use of electronic resources in selected Kenyan academic libraries. Data analysis was done from several cases to gain greater variation and higher interpretation using both quantitative and qualitative procedures. Jeanty and Hibel, (2011) recommend using this approach in a situation where either quantitative or qualitative approach does not address the research problem since the researcher's choice of paradigm is dependent on the research questions (Creswell, 2014).

The study covered four Kenyan University academic libraries to provide robust and rigorous grounds for the best research output derived from the triangulation of evidence compared with a single-case design (Al and Qur, 2010). The multi-case approach is ideal for the study because it increases study validity and is open and interactive by dealing directly with the respondents

(Corbetta, 2003). Due to the nature of the study, selected library members of staff and postgraduate students from four selected academic libraries in Kenya participated in the study.

3.4 Study Population

The study covered four libraries, namely; Jomo Kenyatta University of Agriculture and Technology, Kenyatta University, Technical University of Kenya, and Multimedia University. The large populations involved provided an opportunity to obtain a deep understanding of the study. Three categories of the target population, namely circulation librarians, electronic resource librarians, and postgraduate students were the ideal study population since they use various marketing strategies to promote the use of electronic resources.

The four libraries provided a target population of 23,234 master's students undertaking diverse science courses with a study population of 140. It also provided a target population and study population of 40 library staff working in electronic resource and reference sections. This population was ideal for the study due to the high number of the user population that offered the ideal sample. There is an assumption that postgraduate users are aware of the strategies used to market electronic resources in their libraries. Due to the high number of users, selected libraries offered an adequate population for this study.

Table 1: Target Population and Sample Size

Population Category	Target Population	Sample Size
Postgraduate Students	23,234	140
Library Staff	20	20
Total	23,254	160

Source: Respective Universities, 2018

3.5 Sample and Sampling Techniques

According to Salaria, (2012), sampling is choosing a small number of individuals for analysis to establish the entire selected population. It enables a researcher to select a suitable sample or a representative part of a population to determine the parameters of the whole population. Hundred and forty (140) masters' degree students were randomly selected from various masters' courses to take part in the study because they were presumed to use electronic resources regularly compared to other groups of students. Selected library staff were chosen purposively selected with the assumption of possessing vast knowledge in marketing of information resources to address the objectives of the study.

3.6 Data Collection Instruments

The researcher used interview schedules and questionnaires to collect data from the field.

3.6.1 Interviews

This is a dialogue between the researcher and the respondent to obtain relevant information. According to Kajornboon, (2005) interviews provide a systematic way of talking and listening to respondents while participants understand the questions asked to gain insight and content on the topic.

The researcher sent an introduction letter to selected unit heads and their deputies in charge of electronic resources and references seeking permission for the interview. During this process, there was noted non-verbal communication to verify their claim, which further gave the interviewer a chance to probe. Notes were recorded during the interview schedule to provide in-depth information on how marketing and use of electronic information resources are conducted among postgraduate students.

3.6.2 Questionnaires

This is a set of questions used to obtain information from respondents. The researcher used structured questionnaires to obtain data from respondents. Two sets of structured questionnaires were used to gather data from the field. One set was designed for library users while the other was for selected library staff. They consisted of five-point Likert scale questions properly fine-tuned by the supervisors before being administered to selected library staff and master's students to gather background information based on the study objectives.

3.7 Data Collection Procedure

The researcher started the process of collecting data after the proposal was approved by the Kisii University defence team. An intent letter to collect data was written to enable the researcher to obtain a permit from the National Council for Science and Technology Innovation (NACOSTI). After one month, the researcher received a permit allowing him to proceed to the field and collect data. The researcher and his assistant distributed questionnaires to respondents by approaching and requesting to fill them in. Masters students were reached in their lecture halls and respective postgraduate study libraries and requested to drop their filled questionnaires at library circulation desks because it was deemed convenient. Selected library staff were visited in their offices and interviewed.

3.8 Methods of Data Analysis

Descriptive analysis was used to discuss study findings. Collected data was edited in adherence to data collection protocol and analysed statistically for efficiency and accuracy.

3.8.1 Data Analysis and Presentation

The researcher used the latest version of the Statistical Package for Social Sciences (SPSS) 25.0 to manage analysis and display data. Processed data was presented in form of tables, and charts and interpreted to address the purpose of the study.

3.9 Reliability and Validity of Instruments

According to Robinson, (2002), data should be accurate depending largely on the reliability and validity of used instruments. Reliability is the extent to which results are consistent over time by providing an accurate representation of the total population. If results are reproduced under a similar methodology, then the research instruments are reliable. Trustworthiness lay at the heart

of validity and reliability (Golafshani, 2015). Research instruments were pre-tested using selected University of Nairobi staff and students to determine the effectiveness of the data. Twenty questionnaires were distributed to fifteen master's students and five library staff. They were later fine-tuned and distributed to four selected users and respondents were ensured that they have provided comprehensive answers to all questions. Data was fine-tuned data and analysed by a highly qualified research assistant.

Validity is the level at which results from analysed data represent the occurrence under study. The researcher interviewed the electronic resource and reference librarians to obtain data based on the objectives of the study while constructed questionnaires were adjusted and validated using the correct language for all respondents. Research assistants were trained on how to collect data from the field.

3.10 Ethical Considerations

Fouka and Mantzorou, (2011) define ethics as a system of principles that can change previous considerations about choices and actions. It is making decisions on what is right and wrong by protecting the dignity of a respondent involved in research. Research ethics involves the protection of the dignity of subjects and other publications by making decisions on right or wrong. The person involved in the study must knowingly, voluntarily, and intelligently in a clear way give his/her consent.

The researcher practised confidentiality and anonymity. He showed dignity and welfare of respondents by protecting them from harm, unnecessary risks, or any other mental and physical discomfort. There was no permission for any research posing potential harm or danger to the

respondents. The researcher conducted himself ethically and treated respondents in the right manner throughout the process.

The study used structured questionnaires distributed to all respondents with explanations that the exercise was purely voluntary to determine how the marketing and use of electronic resources are carried out in selected libraries. Respondents were assured of personal identity and confidentiality for any given information strictly meant for this study.

To guard against plagiarism, the researcher used his own words and indicated quotations for both published and unpublished sources of information properly cited and acknowledged. Turnitin plagiarism software checked the similarity index level within the maximum required percentage of 20%.

CHAPTER FOUR

DATA, PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter focuses on data analysis, presentation and discussion with a brief introduction based on the level of awareness and use of electronic resources among postgraduate users in academic libraries, strategies used to market the use of electronic resources and challenges in the use of electronic resources. The researcher used two sets of questionnaires to gather data from postgraduate students and library staff. The researcher also conducted interviews with selected librarians to obtain data on how marketing and use of electronic resources are done in academic libraries.

4.2 Target Population and Response Rate

One hundred and sixty (160) respondents were sampled for the study as shown in the table below.

Table 2: Target Population and Response Rate

University	Library Staff			Masters Students		
	Unit Heads & Deputies	Librarians, S/Library Assistants & Library Assistants	Sampled	Response Rate (%)	Sampled	Response rate, N (%)
MMU	2	3	3 (100%)		20	17 (85%)
JKUAT	2	8	7 (87.5)		35	30 (85.7%)
TUK	2	8	8 (75%)		25	21 (84%)
KU	2	13	11 (76.9%)		40	33 (82.5%)
Sub Total	8	32	29 (72.5%)		120	101 (84.2%)
Total Respondents						160
Response Rate						138 (86.2%)

Source: Field, 2018

The researcher interviewed unit heads face to face and distributed questionnaires to selected library staff and masters students recording a response rate of 72.5% and 84.2% respectively. According to Mugenda and Mugenda (2003), over 60% rate of response is adequate for analysis.

4.2.1 Course of Study by University

Student respondents were required to indicate the type of degree they are undertaking. The summary of their responses is illustrated in Table 3.

Table 3: Course of Studies

Course of Study	University				Total
	MMU	JKUAT	TUK	KU	
Masters in Journalism and mass communication	3	0	0	0	3(03%)
Masters in Mass communication	6	0	0	0	6(06%)
Masters in Journalism	2	0	0	0	2(02%)
MA in corporate communication	2	0	0	0	2(02%)
Masters in media and communication	2	0	0	0	2(02%)
M.Sc. Business computing	1	3	0	4	8(08%)
M.Sc. Molecular biology and bioinformatics	1	15	0	0	16(16%)
M.Sc. Applied Epidemiology	0	3	0	6	9(09%)
M.Sc. Biostatistics	0	3	0	3	6(06%)
Masters in Civil engineering	0	2	3	1	6(06%)
Masters in Aeronautical engineering	0	1	2	1	4(04%)
Masters of Science in Biotechnology	0	1	0	0	1(01%)
Masters in Library science	0	0	8	4	12(12%)
Masters in Medical laboratory	0	0	3	3	6(06%)
Master's in Business and commerce	0	0	3	2	5(05%)
Masters in Electrical and electronic engineering	0	0	2	0	2(02)
Masters of Science in Applied Theoretical Physics	0	0	0	1	1(01%)
Masters of Science in Chemistry	0	0	0	1	1(01%)
Masters of Economics	0	0	0	1	1(01%)
Masters of Science in Ethno botany	0	0	0	2	2(2%)
Masters of Science in Health Economics	0	0	0	1	1(1%)
Masters of Science in Gender & Development Studies	0	0	0	2	2(2%)

Masters of Science in Food, Nutrition & Dietetics	0	0	0	3	3(3%)
Total	17	28	21	35	101(100%)

From the above table, one hundred and one (101) students responded to the study as illustrated above. Most of the respondents indicated that they were pursuing bioinformatics 16(16%) and library science 12(12%) respectively. Nine (09) were doing applied epidemiology while 8(08%) were pursuing business computing. Two (2%) were doing electrical engineering with 1(01%) pursuing health economics. This study was appropriate because it targeted respondents pursuing various courses in the four selected universities to provide the required data based on study objectives on marketing and the use of electronic resources.

4.2.2 Level of Qualification for Library Staff

Library staff respondents were expected to indicate their specific level of qualification in their respective libraries. The summary of the responses is illustrated below (Table, 4).

Table 4: Level of Qualification for Library Staff

Level of Qualification	University				Total
	MMU	JKUAT	TUK	KU	
Diploma	1	4	4	9	18(49%)
Degree	0	7	2	2	11(30%)
Masters	2	2	2	2	08(22)
Total	3	13	8	13	37(100%)

Source: Field Data, 2018

Based on the level of qualification for members of staff, a sum of 49% were holders of diploma with 30% degree holders and 22% with masters' degree. The level of qualification in this study is vital with the assumption that library staffs with high qualifications are more knowledgeable on the level of marketing and use of electronic resources unlike those with little or no qualifications.

4.2.3 Library Staff Working Experience

The table below provides data on library staff work experience.

Table 5: Staff Work Experience

Library Staff Work Experience	University				Total
	MMU	JKUAT	TUK	KU	
< 5 years	1	2	0	6	9(24%)
5-10 years	2	8	1	6	17(46%)
10-15 years	0	0	6	0	6(16%)
> 15 years	0	3	1	1	5(14%)
Total	3	13	8	13	37(100%)

Source: Field Data, 2018

It was revealed that most library staff had 5-10 years of work experience at 46% while 24% of respondents reported that they had worked for less than five (5) years with only 14% of employees with over fifteen years of experience. Experience is important in the delivery of services to users. Long work experience in academic libraries may indicate that employees

possess the required knowledge to provide high-quality services to their users hence contributing to better performance.

4.2.4 Ways of Accessing Electronic Services by Users

Users were required to indicate various ways they used to access electronic services in their respective libraries. The table below provides a response summary.

Table 6: Ways of accessing Electronic Resources by Users

Ways of accessing E-Resources	University				Total
	MMU	JKUAT	TUK	KU	
Laptops	0	28	9	31	68(67%)
Library Desktops	14	1	12	5	32(32%)
Smart phones and Tablets	7	7	6	9	29(29%)
Others	0	0	2	0	2(02%)
Total	21	36	29	45	101

Sixty-seven per cent (67%) of respondents indicated that they use their laptops to access internet services, while, 32% use library computers to access library electronic resources. Twenty-nine (29%) use their smartphones while 02% use other means to access electronic services. These findings indicated that the majority of postgraduates use their laptops to access electronic resources from their point of choice. The availability of adequate personal laptops among postgraduate users implies that they can access relevant information remotely from anywhere because they are portable.

4.2.5 Frequency of Accessing and Using Electronic Resources by users

Respondents were required to indicate how frequently they access and use electronic resources in their respective libraries. The table below provides a comprehensive summary.

Table 7: Frequency of Access and Use of E-Resources by Users

Frequency of Access and Use	University				Total
	MMU	JKUAT	TUK	KU	
Hourly	0	3	0	3	6(06%)
Daily	10	3	11	7	31(31%)
Weekly	0	7	8	10	25(25%)
Monthly	2	3	0	3	8(08%)
Rarely	5	12	0	12	29(29%)
Not at all	0	0	2	0	2(02%)
Total	17	28	21	35	101

The study established that users access e-resources on daily basis at 31% mainly for assignments and research. Twenty-five per cent of respondents accessed electronic resources on weekly basis, while 02% infrequently accessed the resources for personal use. It was conclusive that most users accessed electronic resources on daily basis mainly to accomplish their class assignments and course proposal writing. The level of frequency to information resources offered library managers and policymakers statistics on the areas they need to improve on to provide quality services.

4.2.6 Library User's Perception of Electronic Resources

The study sought to understand how users perceived electronic resources in their respective libraries. The table below provides a comprehensive report.

Table 8: Perception by Users of Use of Electronic Resources

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
E-Resource saves time	0(0%)	2 (2.0%)	7 (6.9%)	45 (44.6%)	47 (46.5%)	4.76	1.031
High cost of Subscription	2 (2.0%)	7 (6.9%)	4 (4.0%)	32(31.7%)	56 (55.4%)	4.68	.979
Some users are reluctant to use e-resources	0(0%)	4 (4.0%)	8 (7.9%)	37 (36.6%)	52 (51.5%)	4.64	.795
Some users don't know the value of e-resources	4 (4.0%)	0(0%)	2 (2.0%)	44 (43.6%)	51 (50.5%)	4.63	.869
Library staff empower users on use of e-resources	0(0%)	4 (4.0%)	5 (5.0%)	38 (37.6%)	54 (53.5%)	4.59	.764
There is continues updates on e-resources	1 (1.0%)	0(0%)	3 (3.0%)	39 (38.6%)	58 (57.4%)	4.49	.657

E-resources are accessible at anytime	0(0%)	0(0%)	0(0%)	48 (47.5%)	53 (52.5%)	4.48	.502
E-resources are available freely	0(0%)	0(0%)	0(0%)	42(41.6%)	59 (58.4%)	4.42	.495
Use of e-resource need special training	0(0%)	0(0%)	0(0%)	37 (36.6%)	64 (63.4%)	4.37	.484
Users use remote access resources	0(0%)	0(0%)	0(0%)	33 (32.7%)	68 (67.3%)	4.33	.471
E-resource support teaching & research	0(0%)	9 (8.9%)	12 (11.9%)	47(46.5%)	31 (30.7%)	3.08	1.026
Library staff are helpful	13(12.8%)	0(0%)	5 (5.0%)	44 (43.6%)	39 (38.6%)	3.05	1.268
Training is done regularly	8 (7.9%)	29 (28.7%)	19 (18.8%)	23 (22.8%)	22 (21.8%)	2.78	1.293
Libraries have adequate computers	5 (5.0%)	21 (20.8%)	12 (11.9%)	35 (34.7%)	28 (27.7%)	2.41	1.234

As shown in the table above, most respondents indicated that e-resources saved their time compared to conventional print resources with the highest mean score of (4.76). More so, a mean score of (4.68) was recorded from respondents who indicated that high subscription cost was their main challenge. This is in line with Ungu and Orsu, (2017) who conducted a study on the

challenges of utilizing online resources among Nigerian students and reported that 51% of students indicated that the high cost of subscription was a challenge to the use of e-resources. Most users reported that they were reluctant to use electronic resources due to access challenges and posted a mean score of (4.64). A sum of (4.59) respondents agreed that library training has empowered them to search and access e-resources. A user had this to say, “*With regular e-resource library training sessions, we can independently search for information from anywhere remotely.*” They could inform their users of new electronic resources on regular basis at (4.49).

Fifty-three per cent of respondents representing a mean score of 4.48 strongly agreed that electronic resources are easily accessible at any time and everywhere. Nevertheless, 63% representing a mean score of 4.37 reported that it requires special training for one to offer training on the use of electronic resources.

Sixty-seven per cent of respondents representing a mean score of 4.33 strongly agreed that they use library remote access to e-resources from their workplaces since most of them are engaged in meaningful employment with little time to visit physical libraries.

Electronic resources promote teaching and research in academic libraries. Forty-seven per cent of respondents representing a mean of 3.08 agreed that these resources are helpful for research. Most researchers require current and up-to-date research findings with most of the information mainly available in electronic journals. This is in line with a study carried out by Yakubu and Omotoke, (2015) shows that electronic resources are helpful in teaching and learning among academic staff and students at Federal University, Dustin-Ma.

4.3 Level of Awareness and Use of available Electronic Resources

The first objective was to determine the level of awareness and use of available electronic resources in selected academic libraries with staff required to list diverse resources available in their libraries.

4.3.1 Availability of Electronic Resources by Library Staff

The study sought from library staff on diverse e-resources available in their libraries. The table below gives a comprehensive list of different available resources.

Table 9: Availability of Electronic Resources by Staff

	Name of your University				Total
	MMU	JKUAT	TUK	KU	
E-journals	3(8.1)	13(35.1)	8(21.6)	13(35.1)	37(100%)
Open access resources	3(8.1)	13(35.1)	7(18.9)	14(37.8)	37(100%)
E-theses	3(8.1)	12(32.4)	8(21.6)	13(35.1)	36(97%)
E-books	3(8.1)	13(35.1)	8(21.6)	11(29.7)	35(95%)
Digital Repositories	0((0.0)	13(35.1)	8(21.6)	13(35.1)	34(92%)
OPAC	3(8.1)	13(35.1)	8(21.6)	9(24.3)	33(89%)
Free online journals	3(8.1)	1(2.7)	0(0.0)	5(13.5)	9(24%)

Selected libraries reported 100% access to diverse electronic journals and open access journals. E-theses response stood at 97%, while e-books were at 95% and online catalogue at 89% respectively. Free online journals were, however, the least at 24%. The availability of electronic resources indicated the highly and lowly subscribed databases. Most library staff reported accessing electronic journals and books to stimulate usage.

4.3.2 Availability of Electronic Resources by users

The researcher requested respondents to indicate the availability of e-resources in their libraries.

The table below shows user responses from four selected university libraries.

Table 10: Availability of Electronic Resources by Users

Information resources	Name of your University				Total
	MMU	JKUAT	TUK	KU	
E-journals	4	25	14	30	73(72%)
E-books	10	10	16	16	52(51%)
OPAC	6	15	5	12	38(38%)
Digital Repositories	0	10	6	13	31(31%)

From the above table, 72% of respondents reported that electronic journals were easily available in their libraries closely followed by 51% who indicated the availability of e-books. One of the benefits of using electronic resources is that they are readily available with the availability of the internet. Thirty-eight per cent of respondents reported using an online catalogue while digital repositories were at 31%, meaning that users can check the availability of library resources without necessarily visiting the physical library. The study therefore established that electronic journals were commonly available to most users for reference and research. These findings are in line with those of the library staff who indicated that they mostly have access to electronic journals due to their high demand from users.

4.3.3 Products and Services of Academic Libraries

The study required library staff to how strongly they agreed or disagreed with the statements in the table as shown below.

Table 11: Products and Services available in Academic Libraries

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
Users are familiar with promotional strategies	3 (8.1%)	11 (29.7%)	7 (18.9%)	8 (21.6%)	8 (21.6%)	2.81	1.309
Users are aware of the available resources	0(0%)	7 (18.9%)	4 (10.8%)	18 (48.6%)	8 (21.6%)	2.27	1.018
Marketing is conducted by highly skilled personnel	0(0%)	0(0%)	7 (18.9%)	16 (43.2%)	14 (37.8%)	2.08	1.299
Libraries inform users of new resources	0(0%)	0(0%)	0(0%)	18 (51.4%)	19 (48.6%)	1.49	.507
The Library is committed to train users	0(0%)	0(0%)	3 (8.1%)	12 (32.4%)	22 (59.5%)	1.49	.651
The library has subscribed to various e-resources	0(0%)	0(0%)	0(0%)	16 (43.2%)	21 (56.8%)	1.43	.502
The library assist users access e-resources	0(0%)	0(0%)	0(0%)	14 (37.8%)	23 (62.2%)	1.38	.492

Owing to regular library training, the majority of respondents were neutral that users were familiar with different marketing strategies used to promote the use of information resources with a mean score of 2.81. The respondents disagreed that they were aware of available electronic resources with a mean score of 2.27. This implies that libraries are trying to sensitize their users regularly using various strategies to promote the use of available electronic resources.

The study established that highly skilled library staff conducted marketing by posting a mean score of 2.08 showing that they share their information with users more than the less qualified. These staff also frequently trained their users on newly acquired electronic resources at 1.49 meaning that they were always in touch with their clientele.

Library staff posted a mean score of 1.43 on subscription to electronic resources. After interviewing the electronic resource librarian, this is what he had to say, "*We subscribe to various electronic resources relevant to our users as a consortium. These resources are beneficial to our clientele.*" This revelation indicated that academic libraries have tried to subscribe to various resources for their users with a sixty-two cent (62%) of respondents indicating that they are willing to assist users to access electronic resources (mean of 1.38) using diverse strategies. This is in line with the Technology acceptance model indicating that technology use should be for the betterment of the end-user making their work easier.

4.3.4 Level of Awareness on the use of available Electronic Resources

Respondents indicated the level of awareness of the use of the available electronic resource as shown below.

Table 12: Level of Awareness of the Use of Available Electronic Resources

Level of awareness on available resources	Frequency	Percentage (%)
Very High	8	8%
High	28	28%
Medium	43	43%
Low	21	21%
Very Low	1	1%
Total	101	100%

The above table shows that 43% (Medium) of respondents were aware of the available electronic resources with 21% (low) having low levels of the use of electronic resources. A sum of 01% indicated that they were not aware that libraries had subscribed to e-resources. The reference librarian said this during an interview, *“We promote the use of our resources using various approaches such as library training, public relations and word of mouth to increase the level of awareness.”* According to Akpojotor, (2016), 69.4% of users were aware of electronic journals compared to other resources such as electronic books and online catalogues. However, these findings indicate that there was still a need to conduct a high level of sensitization on the use of e-resources due to the low usage.

4.3.5 The availability of the User Awareness Program in Academic Libraries

The study sought to find out from library staff the availability and user awareness program

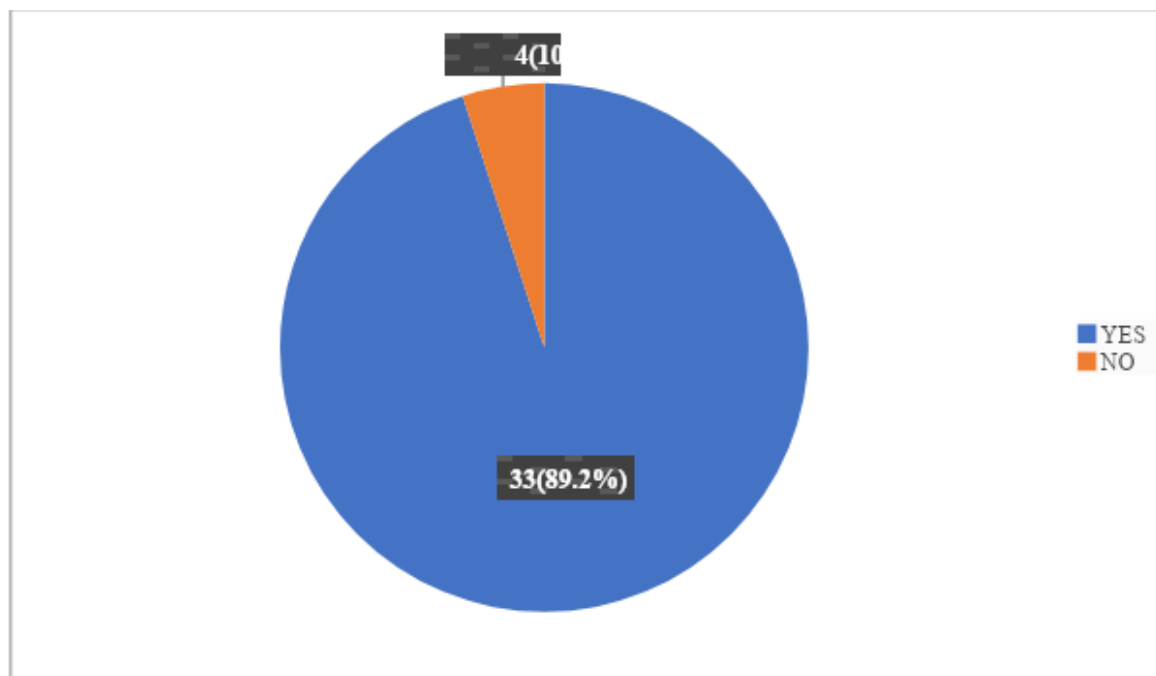


Figure 3: User Awareness Program

Source: Field Data, 2018(N=37)

The above figure shows that 89% of library staff have put in place a user awareness program in their libraries whilst, eleven per cent did not state whether their libraries used the above program. In academic libraries, a user awareness program is vital in providing a roadmap of making users know what the library has and how to access it to promote research, teaching and learning in line with the academic institution's core mandate.

4.3.6 Frequently used Electronic Resources

The study attempted to establish from library staff members the most frequently used e-resources with the chart below providing a comprehensive summary.

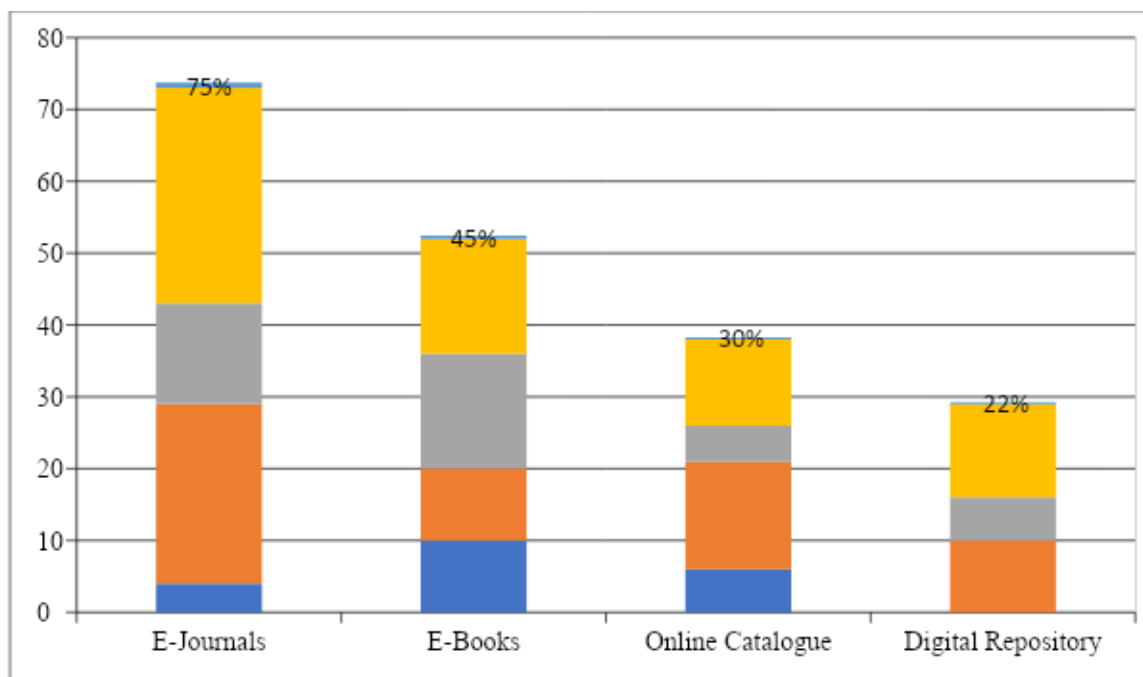


Figure 4: Frequently used Electronic Resources

Source: Field, 2018

Seventy-five per cent (75%) of respondents indicated that they use electronic journals regularly, followed by electronic books at 45% while the online catalogue was reported at 30%. Twenty-two per cent (22%) of respondents indicated that they use digital repositories as a point of reference for proposal writing for their courses. A United Kingdom study on trends of using electronic journals in higher education established that students used it to provide current awareness information on their areas of study (Bonthron et al., 2003). Therefore, most postgraduate students reported using electronic journals regularly due to the high current research findings they contain compared to electronic books.

4.4 Strategies of Marketing Electronic Resources in Academic Libraries

The researcher-sought information on various strategies used by academic libraries to market electronic resources to respondents. Library personnel indicated diverse strategies they use to market and promote their resources to end-users.

4.4.1 Strategies used to Market Electronic Resources

The table below provides a summary of the findings on various strategies used to market the use of electronic resources.

Table 13: Strategies of Marketing Electronic Information Resources

Library Marketing Strategies	University				Total
	MMU	JKUAT	TUK	KU	
E-resource Training	6	10	5	14	35(95%)
Library Website	4	9	3	12	28(76%)
Library Ambassadors	2	3	3	4	12(32%)
Library Orientation	2	1	7	2	12(32%)
Social Media	5	3	0	3	11(30%)

Library electronic resource training was highly embraced at 95% by all libraries, while the library website reported a 76% response. Ambassadors' clubs recorded 32% and social media strategy at 30%. The e-resource librarian had this to say, "*We carry out regular e-resource training and*

orientation programs to sensitize users on available resources; we also use library websites to inform users of the available resources.” The circulation librarian indicated that they have a well-structured training program for their users on how to access electronic resources. Electronic resource training was the commonest strategy for promoting the use of e-resources. These findings concur with Mubofu, (2019) who established that library homepage, social platforms; training of new students as some of the best strategies that a library can use to promote the use of their resources. However, according to the study, most libraries use electronic resource training strategies to promote the use of their resources among users.

4.4.2 Frequency of Marketing Electronic Resources

The study sought to find out from library staff how frequently they market their resources.

Table 14: Frequency of Marketing Electronic Resources by Library Staff

Frequency	University				Total
	MMU	JKUAT	TUK	KU	
Always	0	0	3	1	4(10.8%)
Often	3	1	3	2	9(24.3%)
Sometimes	5	4	3	4	16(43.2%)
At times	0	0	2	1	3(8.1%)
Never	3	0	2	0	5(13.5%)
Total	11	5	13	8	37(100.00%)

Regular marketing on the use of electronic resources was reported at 11% with the e-resource librarian reporting that *“Marketing is an ongoing activity; we always conduct training on the use*

of our resources.” In some libraries, marketing was inconsistent at 43% mainly when doing orientation for new users. Orientation is important to new users because it introduces them to various resources and services offered by the library. Knowledge on access and use of resources is shared with users by library staff. Users were introduced to various sections and users within the library for their use. These findings have shown that most libraries conduct marketing on the use of electronic resources occasionally mainly during library training activities instead of making its continuous activity.

4.4.3 Benefits of Electronic Resources for Library users

The study tried to establish some of the benefits of using electronic resources for library users. Table 9 below provides a summary of some of the benefits as stated by users.

Table 15: Benefits of Using Electronic Resources by Users

Benefits of Electronic Resources	University				Total
	MMU	JKUAT	TUK	KU	
Research work	7	21	11	28	66(65.3%)
Quick to browse and search	9	16	14	21	60(59.4%)
Fast to access	9	16	13	21	59(58.4%)
Accessible anytime	1	13	8	15	37(36.6%)
Assignments	7	6	9	9	31(30.6%)
Require no physical Space	0	0	0	2	2(1.9%)

Sixty-five per cent (64%) of respondents indicated that electronic resources are helpful for research whilst, fifty-nine per cent (59%) of users showed that they were easily searchable. Fifty-eight per cent (58%) of the respondents reported that it saves their time. Thirty-seven per cent (37%) of respondents reported that electronic resources are accessible at any time while two per cent (2%) indicated that they do not need physical space. This is in line with the Library and Information Science Network, (2016) indicating that electronic resources are quick to browse or search, contain a vast amount of information such as mixed media, and save physical space, time and money for users. This, therefore, implies that electronic resources have more benefits than drawbacks.

4.5 Challenges of using Electronic Resources in Academic Libraries

The study sought from the library staff and users some of the challenges they are facing when using electronic resources.

4.5.1 Challenges of using E-Resources in Academic Libraries by Library Staff

Library personnel were required to state the major challenges they face in the provision of e-resource services.

The table below highlights some of the challenges reported by 37 respondents from four academic libraries.

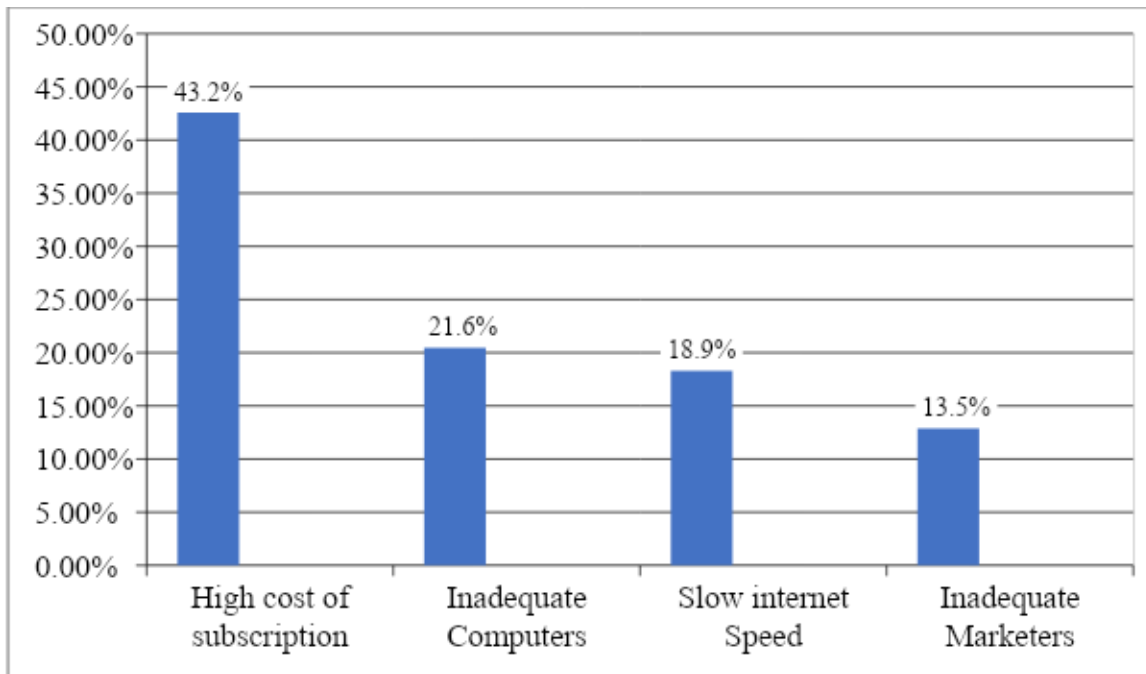


Figure 5: Challenges of using Electronic by Staff

Source: Field Data, 2018 (N=37)

The high cost of subscriptions was one of the biggest challenges facing library staff at 43.2% followed by inadequate computers at 21.6%. The study also reported slow internet connectivity by most libraries at 18.9%, while a lack of enough marketers to promote the use of resources was at 13.5%. The electronic resource librarian had this to say, *“The high cost of subscription has been a big impediment since some of the high impact journals cannot be accessed due to the cost factor, we only access databases subscribed as a consortium while other high-quality databases are inaccessible due to cost implications.”* E-resource librarian also stated, *“In ensuring efficient e-resource provision to our clients, high-speed internet is necessary, slow and unreliable internet has become a hindrance to information access and use; downloading online articles and books has also become a big challenge to us. Access to high impact journal articles from reputable databases is also one the biggest challenges due to the high costs of*

subscription.” Omeluzor et al., (2016) established that the high cost of subscription was the main impediment to access and use of electronics. A huge subscription on access to electronic resources was the main challenge at the Federal University of Petroleum Resources Effurun Library in Nigeria as reported by some library staff. To support learning in higher learning institutions, it is necessary to subscribe to diverse electronic resources as a consortium to access high-quality resources. This can attract more users of electronic resources to enhance their academic performance with less effort as supported by the technology acceptance model.

4.5.2 Challenges of Electronic Resources to Postgraduate Students

The researcher tried to establish from students on challenges they were facing while using electronic resources.

Table 16: Challenges of Electronic Resources by Users

Challenges	Frequency	Percentage (%)
The high subscription costs	30	29.7%
Low level of awareness	24	23.7%
Unhelpful staff	18	17.9%
Inadequate searching skills	14	13.9%
Inadequate computers	10	9.9%
Poor internet connectivity	5	4.9%
TOTAL	101	100%

The study established that 29.7% of respondents complained of the high cost of the subscription on access to diverse databases. Other respondents 23.7% reported a low level of awareness, while 17.8% indicated that some staff was unwilling to assist users to access electronic resources. Fourteen per cent of respondents reported inadequate independent skills to conduct online searches while 9.9% indicated that they had access to few computers for academic assignments with slow and poor internet connectivity reported at 5%. Students could either access subscribed to electronic resources and services as a consortium or through open access resources. According to Kiambati, (2015), students complained of inadequate computers in the library while other users indicated that there were no adequate personnel to assist them while others indicated that it was difficult to access and use electronic resources. Access to online high-quality resources is a major challenge for most users hence affecting the quality of research output.

4.6 Solutions to Effective Use of Electronic Resources in Academic Libraries

The researcher sought from both library staff and users for possible solutions to the effective use of electronic resources and posted results as shown below.

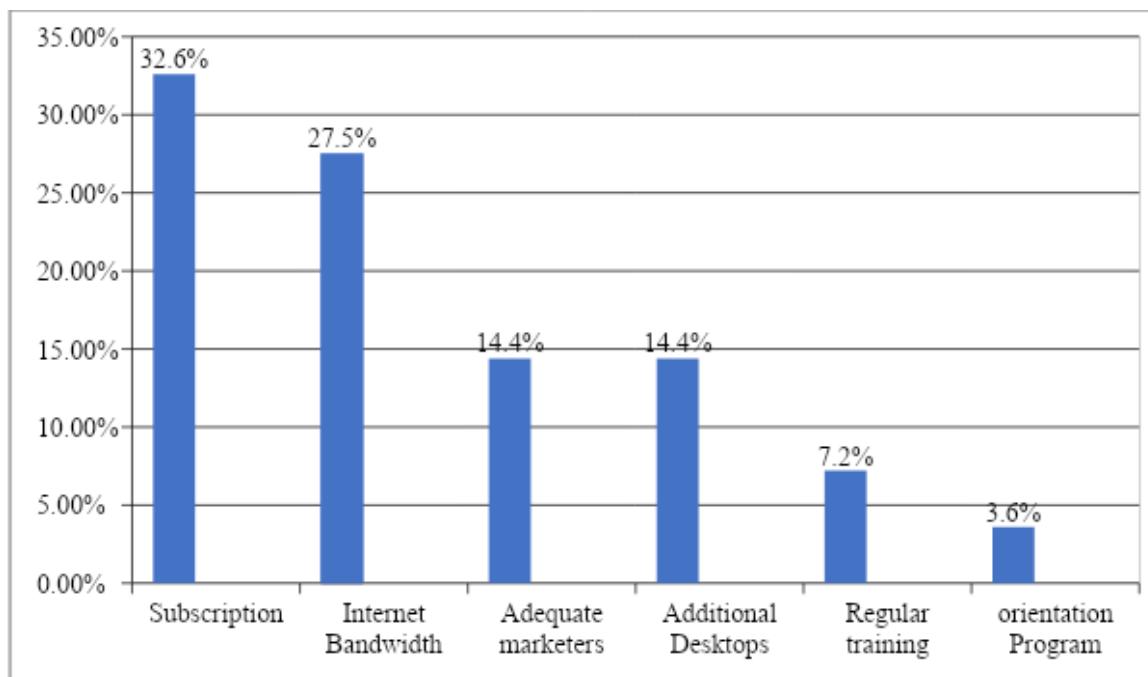


Figure 6: Solutions to Effective Use of Electronic Resources

Source: Field Data, 2018

From the above figure, most respondents suggested that there was a need to increase subscription to electronic resources at 32.6%, followed by 27.5% who recommended a high-speed bandwidth. Fourteen per cent (14.4%) of respondents suggested the deployment of adequate marketers to sensitize users on the available resources while a similar number of 14.4% suggested additional computers in libraries for academic purposes. Seven per cent (7.2%) of respondents suggested that libraries should conduct regular training on access and use of electronic resources. User orientation was reported at 3.6%. To address the major issue of subscription, academic libraries

should find ways of increasing subscriptions to additional databases to ensure users get access to the vast form of information in support of the core mandates of institutions of higher learning.

In general, this chapter tried to present analysed data obtained from the four academic libraries based on the study objectives. The study findings aimed at assessing how marketing and use of electronic information resources among postgraduate users was conducted in four academic libraries. The findings tried to cover the level of awareness of available electronic resources, the strategies used to promote the use of electronic resources were also examined as well as various challenges facing users and library staff on the use of electronic resources. Solutions to identified challenges were provided on effective ways of using electronic resources.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS & RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions, and recommendations as guided by the objectives of the study.

5.2 Summary of the Findings

The general objective of the study was to investigate how marketing and use of electronic information resources is conducted among postgraduate users of selected academic libraries in Kenya. The summary of findings, conclusions and recommendations are provided below.

5.2.1 Level of Awareness and Use of Available Electronic Information Resources

This study intended to ascertain the level of awareness and use of available resources among postgraduate users in the four academic libraries. From the findings, it was evident that all the four academic libraries have subscribed to a variety of electronic databases as a consortium through Kenya Libraries and Information Services Consortium (KLISC). Electronic journal usage was highly rated by users mainly for assignments, proposals writing, literature review, and research, followed by electronic books. Library clientele uses the online catalogue to locate bibliographic details of books virtually without visiting conventional libraries.

Three libraries had well-established digital repositories to display their internally generated content; however, one of the libraries was still in the process of establishing one.

The level of awareness on the use of available resources was medium with most libraries using electronic resource training to sensitize their users, while others utilized knowledge ambassadors to create awareness amongst student peers.

From the findings, it is evident that most users have access to electronic journals and books mainly to obtain current research output for their coursework. It was also clear that the level of awareness amongst this category of users was medium hence the need to continue sensitizing them on the availability of the resources to enhance usage.

5.2.2 Strategies used to promote the Use of Electronic Resources

The study established that the four libraries use various strategies to promote their resources. Most libraries in the world have integrated social media platforms such as Whatsapp groups, Twitter, Facebook, and YouTube into their services to foster interaction between librarians and users. They use these tools to inform their users about the upcoming library training and workshops, opening hours, newly subscribed databases, ways of accessing resources, and library trends. The application of modern strategies greatly enhances the use of electronic resources hence need to devise a structured marketing program to incorporate these approaches. Library administrators can therefore integrate social media with their services to enhance communication because studies have shown that most users are generation Y (digital natives).

5.3 Challenges of Marketing Electronic Resources in Academic Libraries

It was evident that despite the overwhelming benefits of electronic resources libraries still encountered many challenges. The high cost of subscriptions and poor/slow internet connectivity were some of the main challenges facing users. The high cost of subscription and inaccessibility to reputable databases such as Up-to-date and Science Direct was an impediment.

Inadequate skilled library marketing personnel is a challenge in libraries even though marketing is not a new thing for libraries with few librarians trying to embrace it. In Kenyan Universities, the number of library users is increasing due to open learning programs launched by universities.

Slow internet speed hinders access and use of electronic resources. Access to online services requires high-speed and reliable internet services. Poor internet infrastructure can be a hindrance to faster access and use of electronic resources as reported in academic libraries.

There were inadequate computers dedicated to scholarly services for most users who would not afford to buy their computers for scholarly work. This presented a big challenge to these categories of users who found it difficult to rely on library computers for their daily research. Some of the few available machines were malfunctioning hence affecting the quality of their research. Adequate and functional computers would help users to access information resources easily for their assignments.

Most public institutions are currently facing financial challenges due to reduced government capitation that has forced them to cut down on expenditures. Most libraries are running on less than 10% of the institutional operational budget against the commission for university education (CUE) recommendations. Funding plays an important role in subscription, ICT infrastructure development and staff training. Inadequate funding compromises products and services offered by academic libraries hence affecting the quality of service.

5.4 Solutions to Challenges of Marketing and Use of Electronic Resources

Due to the lack of a marketing framework in some libraries, there was a suggestion that libraries should devise a well elaborate roadmap as a reference point.

Some respondents complained of slow and unreliable internet services. To access and download scholarly articles, a high internet speed is required for assignments, research and proposal writing. The ICT and library departments can work closely to address internet and other related issues. On the other hand, Kenyan universities can collaborate with the Kenya Education

Network (KENET) to offer faster and more reliable internet services to increase internet bandwidth.

The world is fast-changing and so are libraries, to keep abreast with technological changes, libraries can install wireless services (Wi-Fi) at appropriate points to address the ever-increasing demand. Currently, Wi-Fi services are increasingly becoming more affordable and common in public places like coffee shops, hotels, restaurants, shopping malls, business premises and learning institutions. Library computer units cannot accommodate the high number of users at the same time nevertheless WI-FI services can offer internet to numerous users at the same time. Users with personal computers (laptops) can also receive access rights to ease congestion in computer laboratories.

Electronic resources substitute the available print materials to address the issue of an ever-increasing number of students. The advent of open learning programs in universities forced libraries to rethink the ideal ways of reaching virtual users. Online database subscription is important to ensure end-users gain access to relevant electronic resources in their areas of specialization. Some library staff suggested that universities should allocate at least 10% of their budget to cater for subscriptions, training, and the purchase of additional computers. There was also a need to train more librarians to manage electronic resources effectively.

5.6 Conclusion

Modern academic libraries play an integral role in the current society by supporting their parent organizations to achieve their goals and objectives. For any society to develop, information centres should take up the role of bridging the information gap by offering relevant and current information to their clientele. Study findings indicate that most Kenyan academic libraries have

subscribed to electronic resources as a consortium to reduce the cost of an individual subscription. Therefore, it is important to embrace marketing so that users get to know the value of e-resources.

Some active and potential users are aware of the existence of e-resources in libraries, and because of this; most libraries have introduced various strategies such as e-resource training, PR, and word of mouth to promote the use of these resources. The current group of users is knowledgeable about technology hence information centres are gradually incorporating different social media platforms into their websites for easier access and use. However, the lack of a marketing framework has become a big challenge in most libraries. Consequently, academic libraries must act as information powerhouses and cope with competition from other information providers. Information users should also know of the newest information sources and resources and be granted access rights.

5.7 Recommendations

The study came up with the following recommendations on marketing and the use of electronic information resources among postgraduate students in selected Kenyan academic libraries.

5.7.1 Increased Subscriptions on Electronic Resources

Even though the study shows that all selected libraries have subscribed to various databases through KLISC, there is still a need to subscribe to relevant valuable databases to benefit users. Some valuable databases were not included in the list of subscribed packages due to cost implications thus, denying users access to information. It is consequently vital for academic libraries to consider increasing their annual budget allocation to accommodate additional databases.

5.7.2 Introducing Information Literacy Programs

Information literacy is the ability to recognize information and be able to locate, evaluate and use it effectively. Information literacy creates awareness of available resources (print and digital format) to equip users with the necessary searching skills. Most libraries are sluggishly moving away from user education programs to user information literacy. Information literacy is highly recommended to postgraduate students and other users who might be far away from their physical libraries.

5.7.3 Policy Implementation

The study established that academic libraries are struggling to justify the huge budget allocation for the subscription. This move has compelled most libraries to devise an electronic resource policy for access and use of e-resources. Library marketers can work closely with student bodies and the library to ensure the full implementation of the marketing policy. However, research reports show that these policies are neither developed nor fully implemented. Therefore, library management should ensure that their policies are operational to benefit users.

5.8 Recommendation to the Library Administration

Institutional policies provide a roadmap on what needs to be undertaken and by whom. University libraries spend a lot of money on online subscriptions with some of these resources being highly underutilized. Library managers should therefore implement electronic resource policy management to the fullest as a gateway to resource access and utilization. Libraries without a policy can draft a simple tool that guides their training programs spearheaded by library administration.

5.8.1 User Awareness Week

Library marketing is not an event, but a process that ought to involve all library stakeholders, supported and embraced by all. On the other hand, library management can sensitize their staff on the importance of marketing during the electronic resource awareness week. Library staff can organize talk shows and demonstrations on their services and products to increase the level of awareness.

5.8.2 Training Library Staff on Marketing

For effective and efficient service delivery, library staff should possess the rightful skills and understanding. Staff training is vital for better economic use of library equipment and materials. Some organizations provide support in form of partial/full scholarships to their staff to pursue relevant courses. Studies have shown that a highly trained workforce is more productive with minimal supervision. Therefore, the library management can set aside funds from their parent organization for continuous staff training for relevant skills and knowledge.

5.8.3 Extensive Research on Marketing of Electronic Resources

For successful marketing, library staff should be encouraged to use available strategies to create awareness for their users. Extensive research is vital to find solutions to challenges affecting library resource usage. Marketing research improves communication within an organization due to a better understanding of procedures and systems. Marketing can be a remedy to competition from other probable information providers because employees are aware of their weak points. Research findings could help policymakers to understand practical, modern and relevant marketing approaches that promote the use of electronic resources. It is therefore advisable to adopt and embrace the concept of marketing through various marketing programs such as training, use of library websites, social media, use of friends of the library and word of mouth.

5.9 Further Research

In recent years, the higher education sector in Kenya has experienced growth in the number of colleges and universities. Currently, Kenya has a total of 64 Universities with 31 public and 33 privately owned universities. This study covered only four selected public academic universities with limited findings that might not offer a generalized view of other Kenyan academic libraries. Therefore, it is highly recommended that the study cover other public and private libraries to find out about the strategies they use to market their resources, the level of awareness among users and other challenges in the use of electronic resources.

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APPENDICES

Appendix i: Questionnaire for Library Users

Dear Respondent,

I'm a final year student pursuing a master's program in Information Science at Kisii University and currently researching on *Marketing and use of electronic information resources among Postgraduate Users of selected academic libraries in Kenya*. Your Library has been chosen as one of them research site for this study. This study is trying to establish diverse electronic resources and the level of awareness among postgraduate users, strategies used by academic libraries to promote the use of electronic information among postgraduate students and challenges facing library users. In the end, possible solutions will be suggested for the purpose of implementation.

The main purpose of this letter is to humbly request you to fill out the attached questionnaire; the information provided will be treated with a lot of confidentiality and will be strictly for this study.

Thanking you in advance.

Yours sincerely,

Justin Merande

Instructions

✓ Kindly take your time to respond to the following questions by ticking the boxes provided below.

✓ Feel free to provide your suggestions or comments applicable to the space provided.

Background Information

Name of your University.....

Your course of study.....

In what ways do you access internet services?

- Mobile phones
- Computer labs
- Cyber café
- Wireless access points
- Others.....

How frequently do you access library electronic information resources?

- Daily
- Weekly
- Monthly
- Rarely

- Not at all

Electronic Information Resources available in Academic Libraries

Are you aware of the availability of any electronic resources in your Library?

- Yes
- No

If YES, Kindly Tick below the electronic resources available in your library

- E-journals YES/NO
- E-books YES/NO
- Digital Repositories YES/NO
- Online catalogues YES/NO
- Electronic dictionaries and encyclopaedias YES/NO
- Online official publications YES/NO
- Online Newspapers YES/NO
- Referencing resources (EndNote, Mendeley, Zotero, RefWorks, Citavi, JabRef, etc)YES/NO
- Online databases YES/NO
- Any other.....

Briefly, indicate some of the benefits of using electronic resources in your library?

- Saves time YES/NO
- Convenient to use YES/NO
- Can be used by many users at the same time YES/NO
- Can be used at any time, day or night YES/NO
- Can be downloaded and used late YES/NO
- Have many access points YES/NO
- Don't require the physical library YES/NO
- Occupy less space compared to physical materials YES/NO
- Don't need shelving or any form of arrangement YES/NO
- Any other benefits.....

Strategies used to promote the use of electronic resources in libraries

. Does your library promote the use of electronic information resources?

- Yes
- No

b. If YES, how frequent?

- Always
- Often

- Sometimes
- Rarely
- Never

c. As a library user, are you aware of any marketing strategies used in your Library to promote the use of electronic resources?

- Yes
- No

d. If your answer is **YES**, kindly **Tick** any of the following known strategies

- Social Media
- Library website
- Word of Mouth
- Public Relations
- Knowledge ambassadors
- Free Library Trainings
- Library open access & digital repositories
- Any other.....

User awareness of the available library electronic information resources

a. How frequently does your library conduct user awareness training in your library?

- Always
- Often
- Sometimes
- Rarely
- Never

b. What is your rate of awareness of the available resources in your library?

c. What are some of the benefits of user awareness programs conducted by your library?

- Increased usage of e-resources YES/NO
- Time-saving YES/NO
- Improved academic performance YES/NO
- Convenience and efficiency YES/NO
- Improved library image YES/NO
- Others.....

Please indicate the extent to which you **agree** or **disagree** with the following statements on what you know about **library electronic resources**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E-Resource saves time					
The high cost of a Subscription Some users are reluctant to use e-resources					
Some users don't know the value of e-resources					
Library staff empower users on the use of e-resources					
There are					

continuous updates on e-resources					
E-resources are accessible at anytime					
E-resources are available freely					
The use of e-resource need special training					
Users use remote access resources					
E-resource support teaching & research					
Library staff are helpful					
Training is					

done regularly					
Libraries have adequate computers for e-resources					

Challenges of using electronic information resources in libraries

Do you face any challenges when utilizing electronic information resources in your library?

- Yes
- No

If YES, kindly **Tick** some of these challenges that you have faced while accessing and using e-resources in your library.

- Slow internet speed YES/NO
- Inadequate computers in library laboratories YES/NO
- Poorly serviced desktops YES/NO
- Unhelpful and unfriendly members of staff YES/NO
- Unskilled members of staff YES/NO
- Subscription issues YES/NO
- Lack of adequate search skills YES/NO

Inadequate relevant databases YES/NO

Kindly suggest any possible solutions to the above challenges?

.....

.....

.....

.....

.....

Thank you for your time

Appendix ii: Questionnaire for Library Staff

Instructions

- a. Kindly take your time to respond to the following questions by ticking the boxes provided below.
- b. Feel free to provide your suggestions or comments where applicable using provided space.

Name of your University.....

Name of your Library/Sub-Library.....

What is your highest level of qualification?

- Certificate
- Diploma
- Degree
- Masters
- PhD

What is your current position in the library?

- Library Assistant
- Senior Library Assistant
- Librarian

- Senior Librarian

Electronic Information Resources

Does your Library subscribe to electronic information resources for users?

- Yes

- No

If, YES, kindly name some of the resources that you have subscribed to.

.....

.....

.....

How often these resources are made available to users in your Library?

- Daily

- Weekly

- Monthly

- Quarterly

In your own opinion, what is the effect of electronic resources on users?

.....

.....

Strategies used to promote the use of library electronic resources

How qualified are members of staff conducting the marketing of electronic resources?

- Highly qualified
- Qualified
- Less qualified
- Not qualified

How often is the marketing of e-resources conducted in the library?

- Always
- Often
- Sometimes
- At times
- Never

Kindly list any marketing strategies used to market e-resource usage in your library?

.....

.....

.....

Library user awareness of the available electronic resources

Does your library have a user awareness program for users?

- Yes
- No

If YES, who oversees this program?

- Circulation Librarian
- Librarian
- Anybody
- Others.....

How frequent is the user awareness program conducted in your Library?

- Very frequently
- Frequently
- Sometimes
- Not at all

Briefly describe how you conduct your user awareness program in your library

.....

.....

.....

Please indicate the extent to which you agree with the following statements

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Our users are familiar with various strategies					
Our users are aware of the available resources					
Marketing is done by highly skilled personnel					
Libraries inform users of newly available resources					
The Library is committed to training users					

The library has subscribed to various resources					
The library is ready to aid users access resources					

Challenges facing users of technological electronic resources in academic libraries

17. In your own opinion, what are the major challenges facing the marketing of electronic resources in your library?

.....

.....

Kindly, suggest possible solutions to the above challenges

.....

.....

Thanks for your time

Appendix iii: Interview Schedule

Dear respondent

I am a postgraduate student in Master of Information Sciences at Kisii University carrying out a research study titled “Marketing and use of electronic Information resources among post graduate users of selected academic libraries in Kenya. You have been identified as one of the respondents in this study. Kindly, take a few minutes to give your response to the following questions and be as honest as possible in your answers.

Your information will be confidential and used for academic purposes only.

Yours Sincerely,

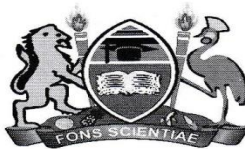
Justin Merande

Interview Schedule

1. Does your library conduct the marketing of electronic resources? If yes, how often?
2. Do you have a policy on the marketing of electronic resources in your library? If yes, briefly explain what it entails?
3. What is the level of awareness of the use of electronic resources in your library?
4. As a Librarian, what are some of the strategies commonly used by your library to promote the use of electronic resources?
5. Does your library management support the marketing of information resources?
6. Does your unit have enough resources e.g. funds, personnel equipment to enable it to fulfil its functions?
7. What challenges do you think affect the marketing of electronic resources in the library?
8. What are the possible solutions for promoting the use of electronic resources in academic libraries?

Thank you for your time

Appendix iv: Introduction Letter



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OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

KSU/R&E/ 03/5/vol.1/188

Date: 23rd August, 2018

**The Head, Research Coordination
National Council for Science, Technology and Innovation (NACOSTI)
Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623 – 00100
NAIROBI - KENYA.**

Dear Sir/Madam,

RE: MERANDE JUSTIN MARANGA REG. NO. MIN12/20493/15

The above mentioned is a student of Kisii University currently pursuing Master Degree of Information Science in the Faculty of Information Science and Technology. The topic of the research is, ***“Marketing and User awareness on use of Electronic Information Resources in selected Academic Libraries in Kenya”***.

We are kindly requesting for assistance in acquiring a research permit to enable the student carry out the research.

Thank you.

f Prof. Anakalo Shitandi, PhD
Registrar, Research and Extension



Cc: DVC (ASA)
Registrar (AA)
Director SPGS

AS/sm

KISII UNIVERSITY IS ISO 9001:2008 CERTIFIED



Appendix v: Research Permit

THIS IS TO CERTIFY THAT:

MR. JUSTIN MARANGA MERANDE
of KISII UNIVERSITY, 4720-100
Nairobi, has been permitted to conduct
research in Nairobi County

on the topic: *MARKETING & USER*
AWARENESS ON THE USE OF
ELECTRONIC INFORMATION RESOURCES
IN SELECTED ACADEMIC LIBRARIES IN
KENYA.

for the period ending:
2nd October, 2019

.....
Applicant's
Signature

Permit No : NACOSTI/P/18/54120/25170

Date Of Issue : 2nd October, 2018

Fee Received :Ksh 1000



.....
Director General
National Commission for Science,
Technology & Innovation

Appendix VI: Plagiarism Report

MARKETING AND USE OF ELECTRONIC INFORMATION RESOURCES AMONG POSTGRADUATE USERS OF SELECTED ACADEMIC LIBRARIES IN KENYA

ORIGINALITY REPORT

18%

SIMILARITY INDEX

15%

INTERNET SOURCES

8%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

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