

**MARKETING INFORMATION SERVICES IN SECONDARY SCHOOL
LIBRARIES IN NAIROBI NORTH DISTRICT, KENYA**

BY

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Studies)**

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DECLARATION

Declaration by Candidate

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ABSTRACT

School libraries play a vital role in education life of students and it supports student-centered learning. Similarly, marketing enables the library to carry out its role effectively. Despite this, marketing of the secondary school library service in Kenya remains remote, which has in turn affected usability levels of school libraries and consequently impacting on student performance. The aim of this study was to examine the marketing of information services in secondary school libraries in Nairobi North District with a view to proposing ways to enhance their performance. The objectives of the study were to: identify users of secondary school libraries in Kenya; establish the types of information services provided by secondary school libraries in Kenya; investigate the nature of marketing of information services in secondary school libraries; determine the challenges faced by secondary school library managers in marketing information services to their users; suggest strategies suitable for marketing information services to users of secondary school libraries. The study was informed by H.I. Ansoff's product/growth matrix (1992). The study population comprised ten schools drawn from Nairobi North District. The study population was purposively selected and comprised secondary school heads, secondary school library managers, languages teachers and secondary school students. The primary data collection tools were face-to-face interviews and questionnaires. Survey research type was adopted and both qualitative and quantitative research methods were used in the study. Frequency tables, pie charts and coding of data into themes were used to present, analyze and interpret data. The major findings of this study were: users of secondary school libraries were teachers and students; orientation sessions and assembly announcements were used market information services to library users. Challenges that face secondary school libraries in marketing information services included a rigid school timetable, lack of goodwill from the school administration as well as obsolete materials. The key recommendations include stocking the school library with current and relevant information materials and recruitment of professional secondary school library managers who will emphasize the pivotal role played by the school library to the school management and consequently enhance marketing of information services to their users.

DEDICATION

For Albert Israel Maende

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LIST OF ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

A - Levels – Advanced Levels
ALIA – Australian Library Information Association
ASLA – Australian School Libraries Association
CDROM – Compact Disk Read Only Memory
GCSE – General Certificate of Secondary Education
HIV – Human Immune Deficiency Virus
IB - International Baccalaureate
ICT – Information Communication Technology
IFLA – International Federation of Library Association
INA – Information Needs Analysis
KCPE - Kenya Certificate of Primary Education
KCSE – Kenya Certificate of Secondary Education
KIE – Kenya Institute of Education
KLA – Kenya Library Association
KNLS – Kenya National Library Services
MOE – Ministry of Education
MPET – Master Plan for Education & Training
O – Levels – Ordinary Levels
TIQUET -Totally Integrated Quality Education and Training
UNESCO –United Nations Education Social and Cultural Organization

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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This chapter presents an overview of the study. It provides background to the study, the evolution of the Kenyan education system and the global and local perspective of the school library. Other issues discussed include statement of the problem, aim and objectives, research questions, assumptions of the study, significance and scope and limitations of the study.

1.2 Background

A school library is established to support the teaching and learning activities by providing relevant information to its users by catering for differences in learning and teaching styles through the provision of and equal access to a wide range of print and digital multimedia. A school library promotes, develops and sustains in students reading skills that will impact on the students' intellectual growth. Users of secondary school libraries need to be made aware of their existence so as to access them. They should equally be made aware of the services they provide.

Due to developments in education where there is a shift to inquiry – based approach in learning, generic skills and life-long learning as well as greater accountability in the form of performance indicators, there is need to market the information services

in secondary school libraries so as to create awareness about the role of the library and its impact on student achievement (Harvey, 2001).

1.3 Evolution of Kenyan education system

According to the Ministry of Education Information Handbook (1987;1), formal education was introduced in Kenya by Christian missionaries in early 20th century, basically to promote evangelism, but later became an instrument for production of skilled labor for European farms and clerical staff for the colonial administration.

At the attainment of independence, the school system in Kenya was brought under a unified curriculum. Since the inherited system was found wanting by the government, the first post-independence education commission was appointed in 1964, under the chairmanship of Prof. S. Ominde, to survey the existing educational resources and to advise the government on the formulation of national policies for education.

In an effort to meet these objectives and after recommendations by the Ominde commission, the government passed the Education Act of 1968 and which was revised in 1980, by which the management and administration of the country's education system had to be streamlined with English becoming the medium of instruction and entry to class one being set at six years of age. In 1972, the Bessay report provided great motivation in changing the inherited curricula to be more relevant to local needs. This was followed in 1976 with the establishment of a national committee on educational objectives and policies chaired by Mr. P. J.

Gachathi to evaluate the system of education and formulate a programme that would make education a more potent instrument of social and economic advance given the needs and goals of our African societies and economies. The Gachathi report also recommended the 9-4-3 system of education (MOE Information Handbook 1987; 5). This meant that students would have 9 years of basic education with a bias on pre-vocational subjects (i.e 7 years of primary education and 2 years of secondary education (i.e form 1 and 2), 4 years of secondary education including A-level (i.e form 3 to form 6) and 3 years of university education.

The Mackay report of 1981 caused education to be structured to 8-4-4 system (8 years of primary education, 4 years of secondary education and 4 years of university education), thereby removing the A-level component (secondary education i.e. forms 5 and 6). In 1988, the Kamunge report examined and made proposals on cost-sharing in financing of education. In 1999, the Koech commission introduced TIQUET (Totally Integrated Quality Education and Training), which recommended education for technological and industrial development, reduction of examinable subjects and life-long learning.

Education investment can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality (Council of African Ministers of Education, 2000) in Kimalu et al. (2001).

According to the Policy Framework for Education, Training and Research (Session Paper No. 1, 2005), education and training form the foundation on which the national development agenda is built and nurtured. This philosophy is guided by five pillars:

- **National Unity:** Inculcation of patriotism and nationalism without compromising responsibility on global issues.
- **Unit of purpose:** means teamwork and striving for national common good.
- **Social responsibility:** this entails nurturing of our cultural heritage; religious values combating drug and substance abuse; sensitivity to the spread of pandemic diseases particularly HIV/AIDS; developing positive attitudes towards work; promoting gender equity and care for the vulnerable regions and groups.
- **Life – long learning:** This entails continuous learning throughout one's life term and is critical to effective social and economic development.
- **Science and technology:** Technology is a critical form of wealth to any country. Accordingly, innovation, research and development, science and technology are vital ingredients in education and training (MOE Information Handbook, 1987; 3).

1.3.1 Secondary education in Kenya

The Kenyan education sector has had a tremendous growth, both in qualitative and quantitative terms since independence. The number of schools and school enrolment has increased over the years (Kimalu et al. 2001).

Students in Kenya's major secondary schools (high schools) take four years to prepare for college. Most students start to shape their future in pursuing subjects that will take them to their careers. Kenya Certificate of Secondary Education (KCSE) exam is undertaken at the end of secondary education.

There are two types of secondary schools in Kenya: private schools and public schools (government-aided schools). The public schools are more selective and acceptance is based on the student's score at the Kenya Certificate of Primary Education (KCPE) exam. These schools are further categorized as national, provincial or district schools. Most of the public schools are boarding schools.

Private schools in Kenya cater generally for the middle and upper classes, as well as the expatriate community. Many are largely affiliated with distinct religious organizations, such as Oshwal Academy (Jainism), Saint Mary's School, Nairobi (Catholic) and the Aga Khan Academy (Islamic). These organizations are generally responsible for funding the schools and do not usually bias their curriculum or activities to reflect these ties, especially for non-adherent students. Most private schools offer British O-levels, followed by A-levels or the International Baccalaureate (IB), with the exception of a few schools that follow the American system. A few private schools offer the KCSE program alongside foreign systems, giving students a choice.

1.3.2 Objectives of secondary education in Kenya

The objectives of secondary education in Kenya are to: -

- (i) Lead to an all-round mental, social, moral and spiritual development of the learners.
- (ii) Prepare the learners to make positive contribution to the development of society.
- (iii) Enable the learners to choose with confidence and cope with vocational education after school.
- (iv) Build a firm foundation for further education.
- (v) Ensure parity in cognitive, psycho-motor and effective skills for all students at this level in the country.
- (vi) Lead to the acquisition of attitudes of national patriotism, adaptability, sense of purpose, integrity and self-discipline, respect and consideration for others, loyalty and service to home, society and the nation (MOE Information Handbook, 1987;31).

With the introduction of the 8:4:4 education system, there has been tremendous changes in the secondary school curriculum that prepares students for self-reliance, vocational training and further education.

The government Master Plan for Education and Training (MPET) 1997-2000, recommended three interrelated interventions:

- (a) Consolidation of the curriculum into fewer and more manageable subjects (in terms of time and material resources) to allow for development of key abilities and skills.
- (b) Creation of a system in which broad national guidelines are used as the basis for detailed curriculum development at the local, school and teacher level.
- (c) Research and development aimed at making public examination more supportive to teaching – learning as a process principally geared to the development of relevant abilities and skills.

1.4 School libraries – historical background

1.4.1 Global context

In Britain, prior to the beginnings of the state school system, and following the Education Act of 1870, school libraries were to be found in public schools. Much earlier, school libraries were associated with religious foundations.

In the 1880s and 1890s, in Leeds, Plymouth and Bootle, for example, school libraries were simply collection of books in schools. In the United States, the development of school libraries can be traced to the beginning of the public library movement in the last half of the nineteenth century. Public libraries served the needs of public schools which were sometimes built in close proximity to a public library. Public library staff frequently placed temporary book collections in the schools for educators use. Book mobiles also visited public schools in rural areas (Dewe, 1995; 13).

Ray in Dewe (1995;13) observed that little interest in school libraries was taken by the Board of Education in Britain until 1928, when it drew attention to the library as being as essential as a laboratory in all secondary schools. The school library is still not the focal point of most schools in Britain and provision is to-date still not a legal requirement.

However, they have been compulsory for certain types of schools in Japan since 1953, Sweden since 1962, Norway since 1935 and 1985, Iceland since 1974 and Denmark since 1983 (Lowrie and Nagabura in Dewe 1995;14).

The Post-world war II era was generally characterized by growth and developments globally that were to alter the concept of the school library. There was a fundamental change in educational philosophy, with a shift from a teacher – centered to a learning centered approach. Secondly, there was development and greater use of digital multi-media for teaching and learning. There was also an increase in supply of books and other materials to support teaching and the designing/building of new schools with the resource centre at the heart of the school (Dewe, 1995; 14).

Boekhorst et al (2006) stated that school libraries have a long tradition within the educational system in the Netherlands. From a few books in a corner of a classroom to a fully equipped department, some form of library has been present in schools for a long time.

In the United States, the Trump Report of 1960 from the National Association of Secondary School Principals began a period of change in the design of educational facilities, organization for instruction and the role of school libraries in instruction, as well as the utilization of school library materials for student research. In Britain, the Bullock Report of 1975 demonstrated that many secondary school libraries still did not provide an acceptable basic library service although the school library was recognized as having an essential and central task in the school curriculum and that library skills are its foundation (Dewe, 1995; 15).

Due to the requirements of GCSE and an improved perception of the role of the school library, and the changed financial situation in some schools, there was an increase in the refurbishment and remodeling of many school libraries in Britain in the early 90s (Shepherd in Dewe 1995;16).

1.4.2 Kenyan context

The establishment of school libraries in Kenya coincided with the establishment of missionary secondary schools at the turn of the century. The schools that were set-up were modeled after the British schools where the missionaries came from and where school libraries were provided as a tradition. This casual attitude towards school libraries in Kenya has overshadowed their significance in education. Despite the MOE manual for heads of secondary schools in Kenya (1979; 69-72) spelling out the requirements and management of a school library, it is a fact that the development of school libraries and library services in schools has not kept pace with the rapid growth in Kenyan education. Many authors have decried the poor development of

school libraries and highlighted lack of government policy, lack of adequate facilities, finance and personnel as well as limited perceptions of school administrators.

Otiike (1988) noted that school librarianship in Kenya had not made any significant improvement since independence.

Mulaha in Ashioya (1998; 95) lamented that although it is the requirement of every institution according to the ministry of education to provide adequate library services, no school has ever been shut down due to lack of a library.

Kinyanjui in Killong (1986) in a study undertaken in Central Province stated that only two schools out of those surveyed had purpose-built libraries. Others had a room assigned as a library while others had just shelves or cupboards set aside to serve as storage for library materials in the staffroom or in the head teacher's office.

Gakobo (1986) observed that very few secondary schools can claim to have good libraries. Infact, there are very many secondary schools that do not even have one; in those that do, the only evidence of one is a collection of old, usually dirty and tattered volumes kept on a shelf in some dark corner or locked in a cupboard. In other secondary schools where there is a fair collection of books, they are usually unclassified, unkempt and poorly selected.

Umbima in Killong (1986; 25) contended that nearly every school in Kenya has set aside a room for library purpose. True as this statement may sound, the so called library buildings will not be seen as purpose-built libraries but as some converted rooms where books are stored and some organized system of charging and discharging is carried out. He further stated the cause for the government's lack of involvement in the establishment of school libraries from a mild point of view:

“The demand for formal education has been such that it cannot be fully met by a nation plagued with numerous development problems. Already formal education takes 30% of the country's annual budget. Yet the majority of Kenya's schools suffers from shortages of staff, accommodation and equipment and above all, balanced book stocks. The explanation for this situation is simple. There are many developmental projects competing for the meagre resources available”.

The government's lacklustre approach was captured by a UNESCO consultant, Sinnette in Killong (1986; 28) during a UNESCO conference held in Nairobi in 1979, who observed that the idea of school librarianship was not viewed as an urgent matter in government circles, as she stated:

“It was quite obvious during interviews with some senior officials and educators that libraries are not viewed as the hub of the school. Indeed, one highly ranking official in the ministry of education revealed that the ministry had no plans to establish or

further develop libraries in secondary schools in the near future. He was certain that the KNLS services could fulfill the needs of most students”.

Schools that have libraries in Kenya can attest to the fact that their existence was brought about due to the initiative of the head teacher and effort of the community at large.

Maleche and Krystall in Killong (1986; 23) stated that:

“At present, there is no specific government policy on school libraries. Schools are not required to establish and develop libraries. It is left to the initiative of head teachers to use funds out of equipment votes to start and maintain school libraries. Some schools have been able to develop libraries through the private support of parents, members of the community and students themselves”.

Thairu in Muinde (1998; 27) supports Maleche’s view when she stated:

“To a large extent, even those schools which have a library of some description have been established because the teachers, parents and friends of the schools have taken the initiative”.

In conclusion, Mwathi in Killong (1986; 34) saw the future of school libraries as being the concerted effort of all concerned, as he observed:

“If school libraries in Kenya are to be improved, there is need for improving school library facilities, including legislation for library service, establishment of library standards, organization of training courses for school librarians and the creation of a national school libraries commission”.

1.5 Statement of the problem

Kenya, like any other developing country places education high up among its priorities because education is actually the basis of any country’s development strategy. A country can educate its people through institutions such as schools, colleges, universities, community centres, just to mention a few.

In educational institutions like schools, colleges and universities, various activities geared towards achievement of educational goals and objectives are carried out. These activities include student’s involvement in finding out information on their own while completing assignments, preparing a report on a given theme for class presentation, among other things.

For any institution to be able to promote this kind of initiative in students, it has to have the necessary infrastructure. One such infrastructure that can help promote self-initiated learning is a library.

Onadirin as quoted in Muinde(1998; 1) observed that:

“All students depend on the resources of a good library, not merely for their special department of study, but for their general enlightenment, for their awakening, for the treasure of knowledge and for the world’s experience in its manifold variety...The cost of these material provisions has of course to be accounted. But so also has the ultimate cost to the nation for ignoring them.”

The above warning is also true of Kenya, which has witnessed enormous growth in its education sector. Since independence, Kenya has continually reviewed the educational system so as to ensure that it serves and satisfies the aspirations of national development. Great demands have continued to be placed upon schools, especially with the current instructional methods approach being learner-focused. There is greater emphasis on individualised learning, whether in small or large groups.

School libraries therefore, have become an integral part of education. The school library has become the focal point of a school’s intellectual life. The importance of a good school library service in education is so great that it is difficult to over-emphasize it. To underscore the importance of a library service in education, Muttal, as quoted in Gachira(1986; 3) stated that:

“Education bereft of a library service is like a body without a soul, a vehicle without an engine and an edifice, merely a collection of bricks without cement.”

The emphasis of the current 8-4-4 system of education in Kenya is on the development of a whole person, that is, one who can play an effective role in the rapidly developing and changing society. This not only increases the need for a library service, but of awareness and its value on student's life. Marketing is therefore crucial if awareness has to be created, for school libraries to provide effective services to their clients, and if the user, on the other hand, has to value and utilize information services effectively.

Most secondary schools in Nairobi include an orientation tour for a new intake of students annually. After the orientation tour, the student is expected to learn about any new information service or product introduced from student colleagues. Should there be new students joining the school in the course of the year, it is assumed they will get their way round to the library by asking fellow student colleagues. Staff, especially new teachers will equally be expected to learn about information services or products offered in the school library from fellow colleagues. Infact, there have been cases where staff have left the school without never having accessed information services or products in the school library! This clearly indicates a lack of marketing whereby current and potential users are targeted as soon as possible and made aware of the information services offered in the school library.

Ogao(1996) affirmed that deliberate effort must be made to ensure that the library users are aware of its importance and they are not ignorant on how it is used. Therefore, both students and teachers must be knowledgeable in the use of the school

library, if its full impact is ever to be felt. There is inadequate evidence to show that marketing of library services is actually carried out in secondary schools in Nairobi.

In view of the foregoing, it was indeed proper that a study be carried out to ascertain the position.

1.6 Aim and objectives of the study

1.6.1 Aim of the study

The aim of the study was to examine the marketing of information services in secondary school libraries in Nairobi North District with a view to proposing ways to enhance their performance.

1.6.2 Objectives of the study

The objectives of the study were:

- To establish the usage of secondary school libraries.
- To identify types of information services provided by secondary school libraries.
- To investigate the nature of marketing of information services in secondary school libraries.
- To determine the challenges faced by secondary school library managers in marketing information services to their users.
- To recommend how to effectively market information services to users in secondary school libraries.

1.7 Research questions

The research was guided by the following questions:

- What is the usage of the secondary school library?
- Which information services are provided to users in secondary school libraries?
- Which marketing techniques are used to market information services in secondary school libraries?
- Which obstacles do secondary school library managers encounter when marketing information services to their users?
- How can information services be effectively marketed in secondary school libraries?

1.8 Assumptions of the study

This study was based on the following assumptions:

- Secondary school libraries do not adequately market their information services.
- Users do not extensively make use of secondary school libraries because they do not know what information services are offered by these libraries.
- Effective marketing of information services in secondary school libraries will improve their role of supporting the teaching and learning process.

1.9 Significance of the study

This study has practical, theoretical and policy – making significance.

- The researcher hopes that secondary school library users will realize the value of secondary school libraries as important sources of information
- The researcher hopes that heads of schools will realize the value of the school library and its impact on student performance.
- The secondary school library manager will gain better understanding of marketing information services in school libraries.
- The findings and recommendations generated by this study will enrich the literature on marketing of information services, with particular reference to secondary school libraries in Nairobi North.
- The researcher hopes that the recommendations of this study will be adopted and used by the secondary school library managers to effectively market information services to their users.
- The researcher hopes that the recommendations of the study will help policy-makers under the auspices of the Ministry of Education, to come up with policy statements and / or a manual to guide the marketing of information services in secondary school libraries in Kenya.

1.10 Scope and limitations of the study

1.10.1 Scope of the study

The study was carried out in secondary school libraries in Nairobi North District, Kenya.

Nairobi province has three districts, namely Nairobi North, Nairobi East and Nairobi West. Nairobi West district has three divisions namely Dagoretti (with 10 public and 8 private schools), Westlands (with 8 public and 16 private schools) and Lang'ata (doesn't have private schools but has 3 public schools). Thus, this division has 45 schools in total. Nairobi East district has two divisions namely Embakasi (with 5 public and 4 private schools) and Makadara (with 9 public and 6 private schools). Therefore, this district has 14 schools in total. Nairobi North district has three divisions namely Starehe, Kamkunji and Kasarani. In Starehe division, there are 11 public schools and 17 private schools. Kamkunji division does not have private schools but it has 6 public schools. Kasarani division has 3 public schools and 20 private schools. Thus, this district has a total of 57 schools. Consequently, the study population was drawn from this district and comprised 5 (45%) public schools and 3 (18%) private schools from Starehe division and 2 (33%) public schools from Kamkunji division. These divisions formed the scope of the research study because they had all types of schools, namely, public and private and could therefore provide a good representation of the whole province and by extension, the country. This district equally provided a fair study area compared to other districts in Nairobi because the area had virtually all types of secondary schools including national schools, provincial schools and private schools, as well as boarding and day schools.

Therefore the area afforded the study the opportunity to have a sample comprising schools of all status to assist in assessing marketing practices across the various statuses of schools and ascertain whether the school status has a bearing on information marketing practices applied (Provincial Director of Education magazine, 2007; 10-11).

1.10.2 Limitations of the study

The study had some limitations. Some schools in Nairobi North District did not have a school library. The three (3) public schools in Kasarani division did not have a functional school library and thus the researcher could not sample this population. Private schools in Kasarani division were equally hard to access since they were scattered over a large terrain. Therefore, the study sampled only the schools that had a functional school library service. There was also inadequate literature on marketing of information services in secondary school libraries in Kenya.

1.11 Definition of terms

- Atmospherics – factors such as architecture, lighting, and layout that attract attention and stimulate use.
- Demographic segmentation – dividing the market into groups based on demographic variables or population characteristics such as age, gender, education.
- District school – a school that admits students from the district only.

- Diversification – strategies for growth by serving new customers through the delivery of new products.
- Heterogeneity- it refers to the difficulty of achieving standardization of services.
- Inseparability- the production of most services cannot be spatially or temporarily separated from their consumption.
- Intangibility – the act of not being able to touch, taste, smell or see services.
- Market – a group that has an actual or potential interest or impact on an organization’s ability to achieve its objectives.
- Market development - selling existing products/services in new markets.
- Market penetration - increasing the sales of existing products in existing markets.
- Market research - the systematic, objective and exhaustive search for and study of the facts relevant to any problem in the field of marketing.
- Market segmentation – division of a library or information services market into smaller, more manageable groups which have similar characteristics.
- Marketing - process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives.
- Marketing mix - the combination of detailed strategies, tactics, operational policies, programmes, techniques and activities to which resources may be allocated such that an organization’s marketing objectives are achieved.
- National school – a school that admits students from all over the country

- People – customers and employees who are involved in service production.
- Perish ability- describes the way in which service capacity cannot be stored for future use.
- Place and time – management decisions about when, where and how to deliver services to customers.
- Price and other user outlays – expenditures of money, time, and effort that customers incur in purchasing consuming services.
- Product development - developing of new products for sale in existing markets.
- Product elements – all components of a service performance that create value for customers.
- Productivity and quality – how efficiently service inputs are transformed into outputs that add value for customers and the degree to which a service satisfies customers
- Promotion and education – all communication activities and incentives designed to build customer preference for a specific service or service provider.
- Provincial school – a school that admits students from the province only.
- Service – intangible activities, benefits, satisfactions, processes and performances that an organization provides to customers in exchange for money or to bring about desired results in recipients.
- Target market – the particular market segment that an organization selects to serve.

1.12 Summary

This chapter has presented the background information to this study. It has captured the Kenyan secondary education system so as to give insight to the area of study. The development of the school library in Kenya within the scope of the study provided in-depth analysis to the area of study. The research questions herein build the foundation of this research so as to achieve the aim and objectives of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is divided into two sections. Section one covers the theoretical framework upon which this study is based while section two reviews studies and literature in related areas.

2.2 Theoretical framework

Mason (1995) defined a theory as a systematically organized body of knowledge applicable in a relatively wide variety of circumstances, especially a system of assumptions, accepted principles, and rules of procedure devised to analyze, predict or otherwise explain the nature or behavior of a specified set of phenomena.

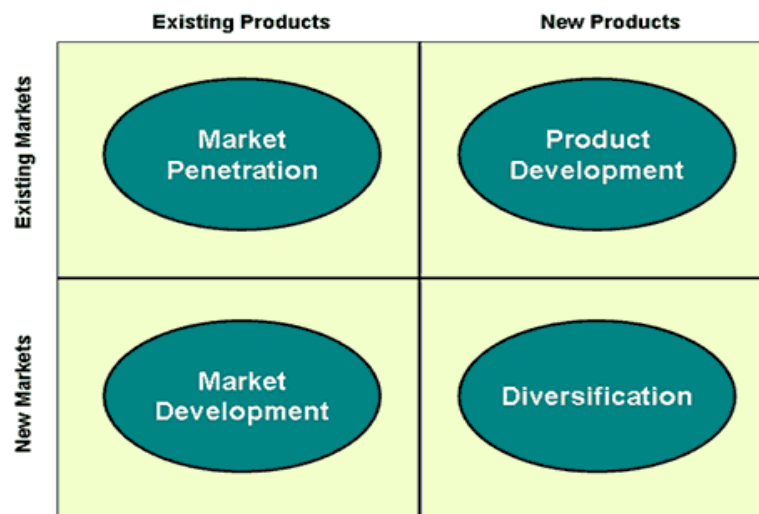
The researcher reviewed some theories applicable to marketing library operations but there was none that was suitable for this study. The study, for example, reviewed the Offer/Market Opportunity Matrix (Andreasen and Kotler, 2004) that was an improvement of Ansoff's two-by-two matrix but found it more suited for a large organization rather than a school. On the other hand, the Gronroos model of service marketing applied the relationship marketing concept that infused external, internal and interactive marketing. This was also found inappropriate for this study.

This study was thus informed by the H.I. Ansoff's product/growth matrix (1992). This framework is useful for identifying growth opportunities and can be helpful as a catalyst for creative ideas. The framework may also serve as an initial idea for

example, if the organization chooses to focus its growth efforts on one or two of the four cells in the matrix i.e. develop a growth strategy around current or new customers or focus on current or new service offerings. This matrix is appealing because it reviews growth potential and librarians can adopt and adapt it with ease to suit their purposes.

2.2.1 H.I. Ansoff's product / growth matrix (1992)

Figure 2.1 H.I. Ansoff's product / growth matrix (1992)



H.I. Ansoff's product/growth matrix

(Adopted from: http://tutor2u.net/business/strategy/ansoff_matrix.htm)

The matrix was developed by Igor Ansoff in 1992 (Quick MBA, 1999; De Saez, 1993; 32-34). It suggests that a business' attempt to grow depends on whether it markets *new or existing products/services* in *new or existing markets*. The output from this growth matrix is a series of suggested growth strategies. The suggested

growth strategies are presented as four strategic marketing options, namely, *market penetration*, *market development*, *product/service development*, and *diversification*.

In this matrix, management first considers whether it could gain more market share with its current products/services in their current markets (*market penetration strategy*). Next, it considers whether it can find or develop new markets for its current products/services (*market development strategy*). Then, it considers whether it can develop new products/services of potential interest to its current markets (*product/service development strategy*). Finally, it considers whether it can market new products/services in new markets (*diversification*).

- **Market penetration** – focuses on selling existing products/services into existing markets. It entails increasing the market share of current products/service through aggressive promotional campaign, such as advertising competitive pricing, more resources allocation to achieve further market penetration, etc. This means that existing products/services are marketed more extensively in an existing market.
- **Market development** - the organization adopts a strategy of selling existing products to new markets. This can be done either by a better understanding of segmentation i.e. who else can possibly purchase the product/service or simply selling to new markets. This means that existing products/services are marketed to previously unserved market segments.

- **Product/service development** – the service provider develops new product/services so as to introduce them into existing markets with the aim that they will gain more market. This means that new products/services are developed to appeal to existing market.

- **Diversification** – this is where an organization markets new products/services in new markets. It has inherent risks because of moving into markets where one has little or no experience. There are two types of strategies in diversification, namely ;
 1. ***Related/concentric diversification strategy*** – this is often the most attractive since it requires the organization to seek out developments which have something in common or synergy with existing practices.

 2. ***Unrelated/horizontal diversification strategy*** – this entails looking for opportunities which might very well provide benefit to existing users, but which are unrelated to existing practices.

2.3 Relevance of H.I. Ansoff's product / growth matrix to present study

H.I. Ansoff's matrix provides a comprehensive approach to service marketing. As a framework for considering strategies, it appeals to management because it reviews growth potential, and librarians and information professionals can adopt and adapt it

with ease to suit their purposes. To the school librarian, this model presents an approach that enables them effectively market existing services/products (information services/products) to existing market (current users) as well as work to develop and introduce new services/products (new information services/products) to an existing market (current users) and create new markets (potential users).

Wood (1988) observed that *market penetration* enables the librarian develop strategies that enhances marketing of existing services/products. The objective can be to induce *current users* of a given product/service to increase their level of use, and to persuade users of a *directly competitive* product/service to switch or to induce *non-users* to become users. De Saez (1993) affirmed that many users were unaware of the range of services/products offered or might be persuaded to become more regular users. There will be potential users who match the profile of existing users, i.e. the same market, who might similarly be persuaded of the benefits of existing services. It is usually more cost effective to reach existing users and the possibilities of converting them to other services/products are greater, so this is an obvious starting point. Market research will provide information on user profile levels of awareness, benefits claimed in using the services/products etc., and this will form the basis of promotional strategies. In the school library set-up, this can be a seminar in the use of the library (orientation tour) to a new student intake or to new staff. The amount of library instruction to users can also be increased i.e. its value and importance.

Market development strategy will help librarians identify other potential markets that can be served with existing services. It means finding a new group of users to serve – either a new segment of the current market or a new market altogether e.g. opening up the library for use by the local community. Given their narrow missions, most school libraries would be ill advised to grow by expanding into new markets ie outside the school set-up. But within the school, the new users targeted would include the administrative and clerical staffs who are asked from time to time to do research for friends and colleagues on e.g. How to go start a business, where to go to college among others.

Product/service development strategy is essential in enabling libraries develop new services beyond what is currently available. De Saez (1993; 33) observed that this strategy calls for creative thinking; how can existing services be enhanced? It can range from making some alterations to existing services, to a totally new service, along similar lines with the current ones being offered. In the school library, this can be achieved by ensuring a more flexible schedule of library sessions e.g. the library can be available for use after school and during school vacations. It can also be a knowledgeable referral to an outside source (referral service). Depending on resources available, the school library can buy more comfortable seats and introduce new services like technological services e.g. fax/photocopy and printing and telephone lines.

Diversification strategy inspires creativity and innovativeness in librarians. It entails the greatest risk since it involves entering unknown waters. It helps librarians think

beyond just offering what they have but become competitive by introducing new and attractive services to new users. Diversifying and developing opportunities outside of the current sphere of activity makes sense when either the current markets do not have much potential for further growth or when attractive growth opportunities are discovered that have nothing to do with the current product/service or market.

In *related/concentric diversification strategy*, De Saez (1993;34) stated that libraries can introduce information on foreign lands and cultures in book form; create rooms for viewing videos; acquire digital multimedia for use by users among others. In the school library, in addition to these options, space can be created for a microcomputer laboratory, a technologically unrelated service. This service would benefit library users' assigned computer-programming homework or computer-related assignment. This however depends on staff capacity at the library and if they are computer-savvy to operate machines.

In *unrelated/horizontal diversification strategy*, the school library can consider setting up a games room or billiard facilities in the reading rooms or even have a stationery shop on the premise.

Due to the nature of their limited categories of users, school libraries should diversify with caution.

2.4 Summary

These marketing strategies should be subjected to the same scrutiny as other strategies. Their effect on established activities and programs must all be weighed against the expected benefits to the libraries, and by extension, to the users. It should also be remembered that the four types of growth/marketing strategies are not mutually exclusive; two or more can be pursued simultaneously, as long as there are sufficient resources to do both well.

These strategies are essential in ensuring sustenance of focus on library service delivery. It helps librarians not to deviate from the core business and concentrate on maximizing information use, thereby playing their role in organizations and society. This therefore, helps librarians ensure that libraries sustain their value and ensure that the services they develop for both existing and new markets and users are well delivered.

2.5 Overview

Lyons (2005) and Bourner (1996) suggested that the purposes of conducting literature reviews include:

- placing each work in the intellectual context of its contribution to the understanding of the subject under review hence position the study relative to other works.
- placing one's original work (in the case of theses or dissertations) in the context of existing literature.

In this study, the purpose of literature review was to examine articles and research studies pertinent to the objective of the study. The rationale for such a review is to show what is so far known about marketing of information services in secondary school libraries and hopefully to ascertain steps how the present investigation may lead to the future development of marketing of information services in secondary school libraries.

2.6 Definition of library

According to the MSN Encarta dictionary (2008), a library (institution) is a collection of books and other informational materials made available to people for reading, study or reference. The word library comes from “*liber*”, the Latin word for “book.” However, library collections have almost always contained a variety of materials. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. In addition to maintaining collections within library buildings, modern libraries often feature telecommunications links that provide users with access to information at remote sites.

The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries preserve a valuable record of culture that can be passed down to succeeding generations. Libraries are an essential link in this communication between the past, present, and future. Whether the cultural record is contained in books or in electronic formats, libraries ensure that

the record is preserved and made available for later use. Libraries provide people with access to the information they need to work, play, learn, and govern.

2.7 Types of libraries

Because no single library can contain the information sought by every potential user, different types of libraries exist to serve different needs. According to MSN Encarta (2008), libraries fall into six basic categories:

- public libraries, which serve all members of the general public
- school libraries, which serve students and faculty at the primary and secondary school level
- college and university libraries, which serve students and faculty in higher education
- research libraries, which serve the needs of advanced scholars
- special libraries, which serve various organizations, industries, and governmental agencies
- government libraries, which serve governmental departments and agencies, and often the general public as well.

Each type of library develops its mission statement, collections, services, and facilities to satisfy the needs of its particular clientele.

2.8 Role of a library

Libraries play an indispensable role in our societies today. According to Bolt (1997), the role of libraries in a super highway includes and is not limited to the following:

- *knowledge provider*: People expect that the library has electronic resources as well as other resources to meet their information needs. Librarians access electronic resources on the electronic highway on behalf of users.
- *knowledge gateway*: People expect to be able to access the information highway through the library. Librarians establish policies, allocate resources and make decisions that result in physical access to the information highway through the library.
- *knowledge teacher*: People expect to learn how to use the information highway through the library. Librarians teach people how to access, evaluate and use resources on the information highway.
- *knowledge organizer*: People expect the library to present an organized approach to resources on the information highway. Librarians select and organize the approach to resources on the information highway expediting access by users.
- *knowledge creator and publisher*: People expect the library to provide information online that would not be available if the library did not create it. Librarians create online catalogs and information resources from raw data and make them accessible on the information highway.
- *knowledge partner and advocate*: Community and institutional stakeholders expect the library to be a partner in planning and implementing the information highway. Librarians act as catalysts to bring together partners in all community and institutional information highway initiatives and advocate for the role of libraries

2.9 Importance of the school library

According to Siple (2003), school libraries have the following roles:

1. *Promoter of information literacy*

The most basic, fundamental step in this mission is to imbed information literacy tools into these young people at an early age and then develop this literacy as they grow. Students who cannot think independently as children have much less chance of thinking independently as adults. Information literate students are able to recognize the need for information, identify and locate it, gain access to it, and evaluate the quality of the information. Students who can do this "feel good about themselves as learners, and they leave school feeling passionate about some content" (Hancock, 1993). In many schools, students are guided to think in pre-formed molds that the school system prepares (take standardized tests, for example). Teaching students to take control of their own learning counteracts the information dependency created by traditional schooling (Hancock, 1993).

2. *Bridge between school and "real life"*

Many students have a "school life" and a "real life," and they keep the two worlds separate. In order for students to become truly informed, they must learn to bring their social and political interests into the library, and to use their information literacy skills to critically analyze information bombarded at them in everyday situations.

According to School Library Support (2008), the role of the school library was to:

- facilitate the planning and implementation of learning programs that will equip students with the skills necessary to succeed in a constantly changing social and economic environment. Through resource-based programs, students acquire skills to collect, critically analyze and organize information, problem-solve and communicate their understandings.
- provide and promote quality fiction to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich students' intellectual, aesthetic, cultural and emotional growth.
- cater for differences in learning and teaching styles through the provision of and equality of access to, a wide range of materials, fiction and non-fiction, print, and digital multimedia.
- provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan implement and evaluate learning programs which integrate information resources and technologies.

Lance et al (1994) in his study on the impact of school library, media centers on academic advancement, highlighted that students performed and achieved better grades with increased use of the library and more so where the librarian played a role.

In her speech read at the white house conference on school libraries (2002), Laura Bush said *“a good library launches young children on a journey of exploration and discovery, teaching them how to ask questions and find answers. And the wonderful*

thing is that once you learn to use a library, the doors to learning are open to you throughout your life”.

The mission statement of the MOE (2008) reads in part” *“to provide, promote and co-ordinate life-long education, training and research for Kenya’s sustainable development”.*

This, therefore, clearly spells out the fact that school libraries have a role to play in the teaching and learning process.

In the American publication, *Information Power*, the role of the school library is encapsulated in the mission statement: “to ensure that students and staff are effective users of ideas and information”, (Dewe, 1995; 105).

However, while the school library may be designated a learning resource centre, the precise interpretation of that role may vary from school to school, since the role will have a considerable impact on the amount and variety of space that will be required and funds and consequently, type of school library. School library media centers in the 21st century can, and should be, hubs for increased student achievement and positive focused school reform (Smith, 2002).

Smith (2002) further stated that the school library media center program is a collaborative venture in which school library media specialists, teachers, and administrators work together to provide opportunities for the social, cultural, and educational growth of students. Activities that are part of the school library media

program can take place in the school library media center, the laboratory classroom, through the school, and via the school library's online resources.

IFLA and UNESCO strongly believe that the school library provides information and ideas that are fundamental to functioning successfully in our increasingly information and knowledge-based present day society. The school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens (IFLA/UNESCO 2000).

A school library and a classroom collection of reading materials are both necessary components of an elementary school program. Each supports the reading and literacy initiatives of the school. One cannot substitute for the other. One, the school library—is a collection of resources that are organized according to a known and accepted system with materials cataloged and classified for universal accessibility. The other—the classroom collection of reading materials—may be organized in a particular manner to service individual classrooms. School libraries staffed by library media specialists ensure that students are effective users of the ideas and information contained in these resources.

Roscello and Webster (2002) believed that an effective school library must:

- be accessible to the total school community, on site or remotely
- be cost effective because one book is used by many
- provide flexible scheduling and timely access to the collection by all students.

- offer a broad range of materials—reference, fiction and nonfiction
- address a broad range of reading levels
- minimize loss through cost-effective tracking systems
- support learning through reading of informational and imaginative text and literature
- add new resources throughout the school year to keep collections dynamic.
- create a sense of ownership that is shared by the entire school community.

2.10 Nature of school libraries

Whatever the nature of the accommodation provided for a school library, it is either newly purpose – built, makes use of space not originally designed for a library, is pre-fabricated, or is an older library accommodation that has been modernized and refurbished and possibly extended (Dewe, 1995;9).

Mwiti in Killong (1986; 32) exonerates the importance of purpose-built libraries:

“Purpose-built libraries are very essential for schools so that children can grow with books and develop the important habit of reading, not only for recreation, but also for serious study”.

Gitari in Killong (1986) in his study of library facilities in Meru district notes that not a single school had a purpose-built library. In a report of the Daily Nation in Killong (1986; 33), the 1984 IFLA delegates meeting in Nairobi recommended that:

“Governments around the world have been asked to take all steps necessary to ensure that all schools were provided with adequate library facilities”.

In Kenyan secondary schools, availability of funds, space and the school management determine the type of school library and ultimately, the collection development policy of that library.

2.11 Challenges facing secondary school libraries

In the last few years, the products and services provided by libraries have changed considerably. Schmidt (2000) asserted that the challenges to library services from changes in educational approaches, the impact of technology, new methods for information provision and declining budgets have meant that marketing is now so basic its final results; that is, from the customer's perspective.

School libraries are faced with the challenge of intellectual freedom issues such as internet, collection development and readers advisory role. Webber (2005) however pointed out the following as the solution to intellectual problems. This includes school libraries having in place proactive policies, confidentiality laws and handling conflicts that may arise.

Staffing on a whole is major quagmire in school libraries. In Kenya, Otike (1988), pointed out that the school library situation is on the whole is gloomy. Only a handful of schools can afford to employ professional librarians. He attributed this to lack of recognition of the importance of school libraries on the part of the school authorities. Ashioya (1998) highlighted other challenges facing school libraries in Kenya and they included lack of; library resources, library personnel, adequate finance, library orientation and user education as factors affecting utilization of secondary school libraries.

2.12 Marketing concept

The term marketing has changed and evolved over a period of time. Today, marketing is based around providing continual benefits to the customer. These benefits will be provided and a transactional exchange will take place.

Wood (1988) observed that marketing has been described and explained in many ways by different authors and that virtually all definitions are variations on a single theme: marketing means satisfying human needs. Such needs arise from the conditions (economic, social and other) and the value system of the consumer of goods and services. She further observed that explanations of marketing often describe a historical progression from a product or product orientation to a selling orientation and finally to the marketing approach.

Kyle (2001) asserted that many times, ill-conceived notions and perceptions reduce the meaning of the word “marketing” to a shadow of its true self. Many see marketing as a series of tactics or gimmicks. Some define marketing as pyramid programs and the like. Others treat the words "marketing" and "sales" or "marketing" and "advertising" as synonymous. None of these adequately convey the definition of marketing.

Kyle (2001) further believed that with the continued proliferation of the internet, the meaning of the word "marketing" also seems to proliferate. Cyberspace has opened up a whole arena of new marketing technologies, techniques, and twists. Amidst the online exuberance, it seems each online marketer or salesperson changes the definition of marketing to suit his or her preference.

American Marketing Association (2008) defined marketing as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. The essence of creating value and ensuring the delivery of value to customers in this definition cannot be over emphasized. It is therefore important that libraries deliver value to satisfy the users of the school library.

The Chartered Institute of Marketing defined marketing as “*the management process responsible for identifying, anticipating and satisfying customer requirements profitability*”. Jestin and Parameswari (2002) observed that there is a common misconception that promotional activities alone constitute marketing.

Taylor (2008) suggested that “*marketing is not about providing products or services. It is essentially about providing changing benefits to the changing needs and demands of the customer*”.

Kotler (1999) defined marketing as “*satisfying needs and wants through an exchange processes. Within this exchange transaction, customers will only exchange what they value (money) if they feel that their needs are being fully satisfied; clearly the greater the benefit provided the higher the satisfaction*”.

Kyle (2001) pointed out the steps to successful marketing and implementation as:

- analyzing your customers and the business environment.
- identify key opportunities to better and more profitably meet customer needs.

- figuring out how to act on those opportunities.
- implementing your plan.

On the other hand Cram (1994) highlighted the following as the steps involved in marketing. They include:

- identifying client needs
- developing a service or product to meet those needs
- deciding how the product or service is to be made available given the objectives of the organization
- communicating and promoting the service or product
- making the product or service conveniently available
- Ensuring that the customer is satisfied with the service or product.

In other words, marketing cannot be carried out as an ad hoc activity. It requires a strategic approach to analyzing the market and ensuring that services and products are tailored to the needs of the market. Purposeful activities must be planned to develop fruitful relationships with the client and potential clients and to communicate to them the benefits they will receive from the library's services and products.

Kotler (1994) suggested the societal marketing concept, which puts more emphasis on identifying the needs of the clients and on providing a service or product which is of the required quality. This concept also brings the well-being of society into the

equation and leaves out the profit motive, in order to include the not-for-profit organizations.

Ojiambo (1994) observed that the marketing concept can therefore be seen as a philosophy of action for managers, forcing them to re-orient the administration of the organization toward better communication with the user, to understand their needs, to offer them a good service and look for feedback.

In libraries, not only the needs of the user are involved, but also their problems.

2.13 Services

Services are economic activities offered by one party to another, most commonly employing time-based performances to bring about desired results in recipient themselves or in objects or other assets for which purchasers have responsibility.

In exchange for their money, time, and effort, service customers expect to obtain value from access to goods, labor, professional skills, facilities, network and systems; but they do not normally take ownership of any of the physical elements involved (Lovelock and Wirtz, 2007).

2.13.1 Characteristics of services

Information managers are often providing services (e.g advice or searches) rather than physically distinct products. Marketing experts acknowledge that marketing a service is more difficult than marketing a tangible product (Webber, 2001).

According to Coote and Batchelor (1997; 16-17), library and information services, just like any other services, have unique traits that differentiate them from products.

These are:

- **Intangibility**

A service cannot be touched or viewed, so that it is difficult for users to tell in advance what they will be getting. However, an information manager is perhaps more fortunate than other professionals in that he has some tangible offerings e.g documents, books in stock among others, which can be used to enable potential users assess whether a particular library/information service has got what they are looking for and can be useful to them.

- **Inseparability**

Frequently, the user of the service does not distinguish between the service itself and the person who is actually providing it, especially when the service is used (consumption) at the same time as it is offered (production), i.e answering a query on the telephone. Since the user is often involved in the service e.g by providing enough information to enable a helpful answer to be made to an enquiry, the quality of the service, and user's decisions about whether to come back, may often depend on their reaction to the individual with whom they dealt with, not on the quality of the actual information provided.

- **Perishability**

Most services have a short shelf life and cannot be stored for future use e.g query-free times at the reference desk cannot be stored up until there is a busy period or a

subject specialist cannot perform an online search during quiet time and then file it away to await an enquiry, by which time the information will need updating anyway.

- **consistency or heterogeneity**

This is allied to inseparability. Because the providers of the service are individuals, they will have differing levels of expertise, methods of communication, subject knowledge and personality. Although certain tasks performed and services offered by a library can be routine, it is not possible to standardize everything. This means that users are not always able to make comparable judgment of the quality of a service before using and they therefore, have to take a risk.

2.14 Services marketing

Lovelock and Wirtz (2007) affirmed that profit and not-for profit services differ in their underlying goals, although both want to create a value for their various stakeholders. Whereas profit businesses seek to achieve *financial* profits subject to *social* constraints, not-for-profit service providers seek to achieve *social* profits subject to *financial* constraints.

Many public agencies and not-for-profit organizations charge a price for their services that partially covers their costs, but they often depend on donations, grants, or tax-based subsidies to cover the rest.

Due to the uniqueness of services, people often try to overcome the marketing challenges posed by services by ensuring that the physical manifestations of the service (e.g like the people running the library are competent, responsive and courteous, the library building is easily located and in a secure area, the seating area is clean and comfortable among others) indicate the quality of service (Webber, 2001).

2.15 Marketing for non-profit organizations

Several authors have written about the adoption of marketing concepts and tools for the non-profit sector (Kotler and Zaltman, 1971), (Kotler and Levy, 1969) in (Andreasen and Kotler, 2003). The idea behind marketing for non-profit organizations emerged due to the fact that marketing is deemed as a societal activity that goes beyond selling of manufactured goods only. This idea propagates the fact that the principles of marketing are transferable to the marketing of services i.e. education, healthcare and libraries among others.

Ojiambo (1994) observed that marketing practices are not confined to profit-making organizations alone. The principles and practices of marketing are increasingly being applied to non-profit organizations, such as libraries and information centers.

Shapiro in Ojiambo (1994) identified four business concepts which provide the basis for marketing thought and action in the non-profit organization:

- the *self-interest* of transaction or exchange, in which both the buyer and seller believe they are receiving greater value than they are giving.

- the *marketing task* which stresses the importance of satisfying customer needs. However, the typical non-profit organization e.g a school library operates in a more complex manner than a profit-oriented organization. The non-profit organization has two constituencies: a user to whom to provide a service and the school itself from whom it receives resources. The non-profit dual constituency makes the marketing task more complex, since there are two different consumers to satisfy.
- the marketing mix: the elements or tasks used in marketing, usually referred to as the 4Ps – and in the case of a non-profit organization, they are re-categorized as advertising and product/service policies. But, Lovelock and Wirtz (2007) have extended this marketing mix for service marketing to 8Ps.
- the idea of distinctive competence: an organization concentrates on what it does best because doing so maximizes profits. But in non-profit organizations, this means evaluating their roles in terms of the consumers they serve, the product they offer and their own distinctive competence- those things they do better than anyone else.

It is important to emphasize that, while nonprofit marketing does make extensive use of commercial marketing concepts, marketing in this special environment is not the same and, indeed, is much harder. Although some nonprofits seek to influence

exchanges of money for goods and services just like profit organizations, what makes them unique is their concentration on exchanges involving no monetary costs on the one hand and social and psychological benefits on the other (Andreasen and Kotler, 2004).

2.16 Role of marketing in the library

Leisner (1995) observed that contemporary management practice suggests very strongly that marketing is an essential component of any organizational business plan. The difference between good libraries or good companies and those that do not achieve their goals is the quality of their marketing.

Objectives of institutions are the same i.e

- each wishes to achieve high levels of customer satisfaction
- each wants to enhance the perceived value of their services
- each wants to ensure the survival of their respective institutions

In not-for-profit organizations e.g school libraries, the services are nearly totally dependent upon satisfied users telling others about the library.

Therefore, the marketing approach for libraries is different in that whereas products are more dependent on advertising, services are dependent on a satisfied user telling others about the institution. This is so because services are intangible, whereas products are tangible.

The unique nature of a library suggests a more fundamental methodology. A user is going to evaluate their use of the library based on their personal experience while using library services. Marketing therefore, offers the opportunity to address changes in physical facilities, materials and services offered by the library and the quality of professional help which is offered. After all, a building full of books isn't a library without a librarian.

2.17 Importance of marketing a library / information service

Wang and Spadling (2006) asserted that libraries around the world are facing rising costs and dwindling budgets due to technological advances and today's dynamic economic climate. As a result, marketing concepts are increasingly adapted within the library environment. Libraries are discovering that by using marketing principles and techniques, they can understand better their users' needs, justify funding, communicate more effectively with a variety of external audiences, and achieve greater efficiency and optimal results in delivering products and services that meet the identified needs of their clients.

University of Queensland Library Survey (1999) highlighted the indispensable need to market library services. They argue that libraries need unlocking through marketing of its information services. In order to do these well librarians need to ask themselves the following questions:

- Who are the customers?
- How do we know what they want?

- And what do they want?
- And the academic staff?

This survey illustrated revamping of the library as one major marketing aspect. This can be addressed by improving the library's physical facilities. Classical library design focused on the collection, on its projected growth and on its protection. The library was a serious building for the storage of materials, the seating of readers and the provision of workspaces for library staff. Scholars, or users, went to such a building, an "edifice", to obtain access to recorded knowledge, while librarians sat behind desks and assisted users find their way. This traditional library paradigm was matched by traditional library design.

Ojiambo (1994) observed that as non-profit making organizations, libraries cannot avoid the marketing practice due to the following:

- Marketing as an aspect of management enables librarians to know and understand the needs of their users. This knowledge will help them to make good management decisions, which will in turn help in providing services to users more efficiently and effectively.
- Librarians are not only interested in users of the library, but equally in non-users. Marketing will help the librarian to identify the information needs of non-users and provide them with relevant information.
- Librarians need to present their services as an indispensable part of the organization within the community and try to justify their claim that their

users cannot do their job efficiently or effectively without a library service. Or, their community will in one way or another suffer without a good library and information service. In this way, marketing techniques will help libraries receive more funding from their patrons.

- Marketing may help to improve the image of the library profession.

2.17.1 Significance of marketing a secondary school library

School libraries play an important role in our society today. Because of this there is greater role to manage these school libraries well. The school library is central to the fulfillment of the instructional goals and objectives of the school and promotes, through a planned programme of acquisition and organization of information technology and dissemination of materials to expand the learning environment of all students.

A school library (or a school library media center) is libraries within a school where students, staff, and often, parents of a public (state) or private (fee paying) school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology.

A school library media center uses all types of media, is automated and utilizes the internet [as well as books] for information gathering.

School libraries are distinct from public libraries because they serve as "learner-oriented laboratories which support, extend, and individualize the school's

curriculum. A school library serves as the center and coordinating agency for all material used in the school”.

Researchers have demonstrated that school libraries have a positive impact on student achievement. More than 60 studies have been conducted in 19 U.S. states and one Canadian province. The major finding of these studies is that students with access to a well-supported school library media program with a qualified school library media specialist scored higher on reading assessments regardless of their socio-economic statuses. In addition, a study conducted in Ohio revealed that 99.4% of students surveyed believed that their school librarians and school library media programs helped them succeed in school (Tepe et al, 2004). A report that reported similar conclusions was compiled by Michele Lonsdale in Australia in 2003.

Bundy (2003) noted that school libraries should be pivotal to the 21st century educational experience and the base for a positive attitude to young people towards information skills development, life-long learning and enhancing their life chances.

In a research undertaken in Ohio, students confirmed that the school library, its services and the school librarians helped them with their learning (Tepe et al, 2004).

An Australian review undertaken by Lonsdale (2003) showed that school libraries can have a positive impact on student achievement, whether such achievement is measured in terms of reading scores, literacy or learning, more generally.

The IFLA/UNESCO (2000) school library manifesto stated that the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to become responsible citizens. The ALIA/ASLA (2005) joint statement on library and information services in schools laid emphasis on availability and access of libraries and information services in schools, with particular reference to the development of students' information literacy.

Lance (1994); Burgin and Bracy (2003) observed that school libraries are critical for student achievements. In studies done across the United States, research has shown that students in schools with good school libraries learn more, get better grades, and score higher on standardized test scores than their peers in schools without libraries. Lance (1994) pointed out that from Alaska to North Carolina, more than 60 studies have shown clear evidence of the connection between student achievement and the presence of school libraries with qualified school library media specialists. He further observed that school libraries have an important role in teaching. No longer are school libraries just for books, they have become "school library media centers" with computer resources that enable children to engage meaningfully with a wide variety of information. These centers with trained staff support the use of electronic information resources not just in the center, but help to integrate these resources in classrooms and throughout the curriculum.

Marketing approaches have proven effective in assisting the library to adjust to changes in its customer base and have ensured that services delivered continue to fit the needs (Schmidt, 2000). Melissa (2001) noted that marketing may be directed at those who don't use the library, to show them the value of library services; to introduce new services and resources that will benefit old and new users and to present the benefits of the library services to all segments of the market, users and non-users.

2.18 Marketing information services in secondary school libraries

There are numerous ways of marketing information services in school libraries today. One way of doing this is by the organization having in place a marketing policy. UNESCO/IFLA (2000) emphasized that the school library should have a written marketing and promotion policy specifying objectives and strategies. This should be worked out in cooperation with the school management and teaching staff.

The policy document should include the following elements:

- objectives and strategies
- action plan which ensures that the objectives are attained
- evaluation methods

The school library should provide access to a wide range of resources that meet the needs of the users regarding education, information and personal development. It is imperative that collections continue to be developed on an ongoing basis to ensure that the users have constant choice of new materials. The school library staff must cooperate with administrators and teachers in order to develop a common collection

management policy. Such a policy statement must be based upon curriculum, particular needs and interests of the school community, and reflect the diversity of society outside the school.

The marketing mix is a key concept in marketing, but it needs to be understood thoroughly before strategic decisions are made on its applications. It is a substantial part of effective marketing strategy, designed to cover all the aspects of the product or service that are important to the customer, or user: how does it answer user needs? Is it attractive? Easy to access? Is it marketed at the right price?

Other marketing techniques may include:

- improving the appearance and atmosphere of the library.
- employing promotion and user communication. Communication within the organization is a vital component of marketing philosophy and for some information services, particularly within some government sectors, might even be a priority over external communications.

The way in which everyday routine activities are tackled, including staff communication, reflects the philosophy of an organization. In the library or information service that respects and truly cares about users this philosophy will permeate all its activities.

- having in place adequate resources: A major difficulty for most libraries is that they will not have an easily identified promotions budget, or that the parent authority or organization will see promotional effort as being a whole-organization policy.

- having a product or service that represents the customer value. Kotler (1984) offered the following definition of product: “A product is anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need. It includes physical objects, services, persons, places, organizations, and ideas”.

2.19 Market segmentation

The practice of segmenting markets leads to better use of resources since those resources can be targeted with maximum effectiveness. Segmentation is the division of the individual library or information service’s market into smaller, more manageable, groups which have clear like-characteristics (De Saez, 1993; 79).

A market segment needs to be homogeneous, i.e. the characteristic variables of the group need to be identifiable and strong enough to warrant different treatment. An identifiable segment may be available only at particular times e.g. student populations during the school term.

Considering that the market or public of a school library is known, the librarian can easily segment this clientele according to demographic variables such as age, education, religion, and sex. By so doing, the library collection can reflect these differences and users’ needs can be met.

2.20 Market research

Market research aims at testing, identifying and measuring markets. It looks at marketing mixes, pricing research, the effectiveness of advertising and the whole of marketing communication (De Saez, 1993; 98).

Marketing research is essential to effective strategic planning and implementation and needs to be an almost continuous process for most libraries. The information generated must be put to effective use in forecasting, planning, instructing and advising during decision-making process.

2.21 Marketing mix – 8Ps model

Marketing mix paradigm has emerged as one of the dominant frameworks in the discipline of marketing, both in its academic as well as practical approach, over the past half a century. Several authors have written about the traditional marketing plan which has four elements known as the 4Ps (Coote and Batchelor, 1997; 16), (De Saez, 1993; 44-54), (Saleemi, 1997), (Andreasen and Kotler, 2004), (Kotler, 1999). The four mix elements, *namely product, place, price, and promotion* have emerged as the main set of marketing tools for planning and strategy formulation. This mix was however originally developed for marketing of manufactured goods. Recently, three more elements-*people, physical evidence, and process*-have been proposed as additional mix elements for marketing services (Booms and Bitner, 2008).

But, due to the distinctive challenges posed by services marketing, the marketing mix has been expanded to have 8Ps, so as to create viable strategies for meeting customer needs profitably in a competitive marketplace. Therefore, the 8Ps, namely

product elements, place and time, price and other user outlays, promotion and education, physical environment, process, people, and productivity and quality have emerged as the eight strategic levers of services marketing (Lovelock and Wirtz, 2007).

2.21.1 Product elements

Service products lie at the heart of an organization's marketing strategy. If a product is poorly designed, it won't create meaningful value for users, even if the rest of the 8Ps are well executed. Planning the marketing mix begins with creating a service concept that will offer value to target users and satisfy their needs. Service products consist of a core product that responds to the users' primary need and an array of supplementary service elements that help users to use the core product effectively as well as adding value through welcomed enhancements.

De Saez (1998) observed that in the school library, types of services and levels of service form the product element. Is the school library providing a learning resource for the whole school in materials, software and hardware at a central place? Or is the central source of information referring users to where such resources might be available? Is the school librarian liaising with the public library network to provide complimentary services?

2.21.2 Place and time

Delivering product elements to users involves decisions on where and when the former are delivered to the latter, as well as the methods and channels employed.

Delivery may involve use of physical or electronic channels (or both), depending on the nature of the service e.g. an educational institution which perhaps has a main campus library, plus department libraries and collections, is likely to have a computer network to facilitate access. Speed and convenience are also important determinants of effective service delivery.

De Saez (1993; 44) observed that for libraries and information services, the term “distribution” is used instead of “place”. Accessibility of the service can refer to the opening hours and types of services available.

Coote and Batchelor (1997; 20) added that it can include the duration of time it takes to get the material needed, the “browser ability” – shelving in such a manner that either deters or encourages users easily getting materials from the shelf, as well as the height of the shelves – are they reasonable for most users?

2.21.3 Price and other user outlays

This component addresses both the service firm and its clients. In the library profession, price is very difficult to consider. Price does not necessarily imply cash value; according to Kotler’s (2003) exchange process definition, the price paid could be in terms of time, energy, or other opportunity or activity forgone. In a school library setup, the price to be paid by the community might be a decision to choose better library facilities rather than other leisure activities (De Saez, 1993; 51).

2.21.4 Promotion and education

No marketing program can succeed without effective communications. This component plays three vital roles: providing needed information and advice, persuading target users of the merits of the service product, and encouraging them to take action at specific times. In services marketing, much communication is educational in nature, especially for new users. In the school library, librarians need to teach both current and potential users about the benefits of the library service, where and when to obtain it, and how to participate in the service processes to get the best results (Lovelock and Wirtz, 2007). According to De Saez (1993; 61-76), some of the activities that can be done to promote and educate users include exhibitions, displays, talks, open days, advertising via posters, bulletins among others.

2.21.5 Process

According to Webber (2005), this is the way in which the user gets hold of the service e.g the way in which a document or a search can be ordered. Associated with the user service are a number of processes involved in making marketing effective in an organization e.g. processes for handling user complaints, processes for identifying user needs and requirements, processes for handling order etc. Therefore, creating and delivering a library service requires design and implementation of effective processes. Badly designed processes can lead to slow, bureaucratic, and ineffective service delivery, wasted time, and a disappointing experience (Lovelock and Wirtz, 2007).

2.21.6 Physical environment

The importance of quality physical layout is important in a range of service providers. Physical layout is not only relevant to stores, which we visit, but also to the layout and structure of virtual stores, and websites. The appearance of buildings, landscaping, interior furnishing, equipment, signs, printed materials, and other visible cues all provide tangible evidence of the quality of the service (Lovelock and Wirtz, 2007). Physical evidence has lasting impressions and profound effect on a library user and can either attract or discourage a user from patronizing the library.

2.21.7 People

Customer service lies at the heart of modern service industries. Customers are likely to be loyal to organisations that serve them well - from the way, in which a telephone query is handled, to direct face-to-face interactions. Although the “have a nice day” approach is a bit corny, it is certainly better than a “couldn't care less” approach to customer relations. The nature of these interactions strongly influences how library users perceive the service quality.

Coote and Batchelor (1997) observed that becoming market-oriented and customer-facing is not just a question of sending out a memo saying that it will happen on such-and-such a date. It is a culture change which needs training and constant reinforcement.

Webber (2005) added that good information services are not likely to be delivered by people who are unskilled or demotivated. It is skilled manpower that will identify

services that are best suited to their users. It is therefore imperative that schools recruit skilled manpower to man school libraries.

2.21.8 Productivity and quality

Lovelock and Wirtz (2007) observed that though they are often treated separately, productivity and quality should be seen as two sides of the same coin. No service organization can afford to address one in isolation from the other. Improving productivity is essential to any marketing strategy. Improving quality, which should be defined from a user perspective, is essential for product differentiation and for building user satisfaction and loyalty.

Advances in technology sometimes offer promising opportunities, but innovations must be user-friendly and deliver benefits that users will value e.g replacing the manual system of book discharge with the electronic one, so as to enhance efficiency in the library, both in record keeping and time.

2.22 Summary

A society that consumes and generates the most knowledge and information is the strongest society. Though marketing of information services is a concept of comparatively recent origin, it has now emerged as an important area for libraries and information centers. Libraries and information centers have begun to realize that marketing of information products and services is an integral part of administration, especially as a means of improving user satisfaction and promoting the use of services by current and potential users.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology employed in the study. It covers the population studied, sampling methods and data collection instruments.

3.2 Research methodology

Research methodology encompasses the steps, activities and tools involved in conducting a study and collecting data appertaining to the study and the logic behind these steps, activities and tools (Bryant, J. & Miron, D. 2006; 662-704). These steps include identification of the research population, sampling, data collection and data analysis tools and the justification of each of the tools selected (Blaikie, 2007; Jespresen, 2005; Lauriol, 2006). In other words, research methodology is the operational framework within which facts are explained more clearly.

According to Amaratunga et al (2002), the overall choice of methodology needs to be the most suitable to achieve the objectives of the specified piece of research. As a result, it is logical to assume that a different methodology might lead to a different understanding of the same question. When we talk of research methodology, we not only talk about the methods used to collect data but also, “consider the logic behind these methods we use in the context of the study and explain why we are using a particular method” to draw a sample and collect data and not another method

(Kothari, 2004). A research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success.

According to Mugenda and Mugenda (1999; 155-156), qualitative research data collection techniques included direct observation and interview method. If a research yields quantifiable data, then it was a quantitative study. Furthermore, they cited advantages of using both qualitative and quantitative methods to be that in many cases, a researcher has several objectives of study. Some of these objectives are better assessed using qualitative methods while others are better assessed using quantitative methods. Both methods supplement each other in that qualitative methods provide in-depth explanations while quantitative methods provide the hard data needed to meet required objectives and to test hypotheses. Since both methods have some bias, using both types of research helps to avoid these biases in that each method can be used to check the other i.e. the subjectivity associated with qualitative research is minimized by the objectivity of quantitative research. However, combining both methods can be expensive and sufficient training is required to use them effectively. The researcher used survey research type to collect both quantifiable and descriptive information from the sample. Consequently, the research design adopted both qualitative and quantitative methods.

3.3 Study population and sampling

3.3.1 Study population

Research population, according to Mugenda & Mugenda (1999; 41), is the complete set of individuals, cases or objects with some common observable characteristics.

Brown & Sice (2005) noted that a research population is a group of individual persons, objects or items from which samples are taken for measurement, for example, a population of teachers, banks or students.

According to Dale (2006), in defining a population for study, such a population must be specific enough to provide readers a clear understanding of the applicability of the study to a particular situation affecting the population and also, build an understanding of the same population.

For administration of secondary schools, Nairobi province has three districts, namely Nairobi North, Nairobi East and Nairobi West. The population for this study was drawn from secondary schools in Nairobi North District. This district has three divisions namely Starehe, Kamkunji and Kasarani. In Starehe division, there are 11 (39%) public schools and 17 (61%) private schools. Kamkunji division does not have private schools but it has 6 (100%) public schools. Kasarani division has 3 (13%) public schools and 20 (87%) private schools. Thus, this district constituted a total of 57 schools. The study population thus comprised 5 (45%) public schools and 3 (18%) private schools from Starehe division and 2 (33%) public schools (1 national and 1 provincial) from Kamkunji division. The researcher purposively sampled Starehe and Kamkunji divisions because they had the highest number of public schools. These divisions were equally sampled because they had all types of schools, namely, public and private and could therefore provide a good representation of the

whole province and by extension, the country (Provincial Director of Education magazine, 2007; 10-11).

3.3.2 Sampling

Trochim (2005) stated that sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample, we may fairly generalize our results back to the population from which the sample was chosen.

A research sample is a specific unit/section of the population that we take to study basically because it is practically difficult to study the entire population.

A sample is representative of the population and should therefore at minimum mirror the population from which it comes. The sample should represent the population and have sufficient size so that a given innovative inference can be subjected to a fair statistical analysis.

3.4 Types of research samples

Sampling can be grouped into two broad categories: probability sampling and non-probability sampling. Probability sampling method is any method of sampling that utilizes some form of *random selection* (McNeil & Chapman, 2005; Mugo, 1995). In order to use a random selection method, you must set up some process or procedure that assures that the different units in your population have equal probabilities of being chosen. Probability sampling includes such sampling techniques like: simple random sampling, stratified random sampling and systematic sampling

Non-probability sampling on the other hand, does not involve *random* selection. It does not depend upon the rationale of probability theory (Hughes, 2008; Richards, 2008). Examples of such sampling techniques include convenient sampling and purposive sampling.

3.4.1 Non-probability sampling techniques

Non-probability sampling is used when a researcher's focus is on obtaining in-depth information and not making inferences or generalizations. Most qualitative studies use this method (Mugenda and Mugenda, 1999; 50-52). Examples of this sampling technique include purposive sampling, snowball sampling, quota sampling, and convenient or accidental sampling.

3.4.2 Examples of non-probability sampling techniques

- **Simple random sampling**

A simple random sample is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected (Hughes, 2008). A simple random sample is free from sampling bias. However, using a random number table to choose the elementary units can be cumbersome.

- **Convenience sampling**

A convenience sample results when the more convenient elementary units are chosen from a population for observation (Mugo, 1995; Jordan et al, 2007). For example, all students enrolled in a Master of Philosophy degree in records and archives

management or the first twenty worshippers to get to church. The main feature of this method is that subjects are easily and conveniently available and are also accessible (Mugenda and Mugenda, 1999; 51-52)

- **Purposive sampling**

In purposive sampling, according to Mugo (1995), a researcher handpicks subjects to participate in the study based on identified variables under consideration. This sampling method is used when the study population is highly unique e.g. HIV & AIDS widows. This method must assume that errors of judgment in ranges of the sample will tend to even out - as many subjects who are at the far ends of the population will cancel each other out (Van Wynsberghe & Khan, 2007). Purposive sampling is used for validation of a test or instrument with a known population, collection of exploratory data from an unusual population and it is used in qualitative studies to study the lived experience of a specific population (Zina, 2004).

The researcher used this sampling technique to select schools to be involved in the study because the schools chosen were those that have a central and functional library. Purposive sampling was also useful in identifying the school / teacher librarians and the languages heads/ teachers to give insight and informed knowledge. School heads were also purposively sampled because of the influence they have in library budgetary allocation. Students were purposively sampled so that the researcher could obtain their lived experiences.

3.5 Sample size

The sample for this study was drawn from secondary schools in Nairobi North District. It comprised a total of 50 respondents drawn from 10 schools. The schools composition was 2 national schools, 5 provincial schools and 3 private schools. The actual individuals that participated in the study included 10 school / teacher librarians, one from each school, 10 language teachers, one from each school and 20 students, two from each school. The school librarian was purposively sampled in schools that had one. Some schools had a teacher librarian. This was a teacher who had dual roles i.e being charge of the school library and teaching a language as a school subject. In this case, the researcher sampled the teacher librarian as in charge of library. Since all schools had more than one language teacher, the researcher purposively sampled the head of languages. In schools where the head of languages was also acting as the teacher librarian, the researcher sampled any other language teacher to give informed opinion as a language teacher since their lived experiences were similar.

Two students from each school were purposively sampled in this study. Of the two students, one represented the junior classes (forms 1 and 2) whereas the other represented the senior classes (forms 3 and 4). This was done so as to capture the similarities and differences, if any, in marketing approaches to the two groups of students. The breakdown of the sample size is as indicated in table 3.1.

Table 3.1: Sample size (n=50)

School	School Status	School heads	School/Teacher Librarians	Language Teacher	Students
Starehe Boys Centre	National	1	1	1	2
Moi Forces Academy	National	1	1	1	2
Eastleigh High School	Provincial	1	1	1	2
Jamhuri High School	Provincial	1	1	1	2
St. Teresa's Girls High School	Provincial	1	1	1	2
Parklands Secondary School	Provincial	1	1	1	2
Pumwani Secondary School	Provincial	1	1	1	2
Arya Boys High School	Private	1	1	1	2
Arya Girls High School	Private	1	1	1	2
St. John's High School	Private	1	1	1	2
TOTAL		10	10	10	20

3.5.1 Justification of the sample frame

- **Selection of schools**

The selection of schools was guided by the school status such as national, provincial or private. This was intended to establish whether the school status has an impact on the status of the school library, probably due to resource and investment in library management.

- **School heads**

The school heads have a strategic role in managing the library. They decide the level of funding for the library. They decide the material to be acquisitioned. They have a direct impact on marketing strategies that may be adopted. They also decide on staffing of the library and capacity building of the library staff.

- **School / teacher librarians**

As the service providers, school / teacher librarians were the key informants in providing data that related to the general management of the library, the services provided and the marketing activities or strategies adopted since they are in charge of the library.

- **Language teachers**

Teachers are prime users of the library. Primarily, English language teachers and to a small extent Kiswahili language teachers schedule “library sessions” where their students actually undertake to read either class readers or story books found within the library. Due to the influence they have, both in resourcing and provision of

information services, their perception about the school library was important since they can influence students' attitude to the library.

- **Students**

Students are the primary users of the school library. They constitute the largest percentage of users. Their view of the library is therefore essential in assessing the library performance. They provided data on their satisfaction levels with existing marketing techniques.

3.6 Data collection instruments

Data collection is a term used to describe a process of preparing and collecting data (Freeman & Haddow, 2008). A formal data collection process is necessary as it ensures that data gathered is both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. There is a number of data collection tools used in research. These include questionnaires, interviews (face-to-face and telephone), observation, focus groups, document review and self-administered surveys (Kothari, 2004).

3.6.1 Questionnaire

A questionnaire is an ordered set of questions written and given to the respondent to answer, either by choosing the answer incases of structured questions or by expressing his/her opinion in case of open-ended questions (Freeman & Haddow, 2008; Kothari, 2004).

Among the merits of questionnaires are that questionnaires are easier to administer; close-ended questions are easier to analyze; open-ended questions provide a greater depth of response (Mugenda & Mugenda, 1999; 72).

However, questionnaires have their limitations too. According to Kumar (2005), not all questions are bound to be answered by the respondent; structured questions are difficult to construct because order, categories and possible answers have to be thoroughly thought out; open-ended questions are usually difficult to analyze; it is not possible to clarify questions to the respondent.

Therefore, to overcome these limitations, the researcher ensured that the questionnaires had sub-titles to guide the respondents in each part and that the questions were phrased in a short and simple way to facilitate comprehension by the respondents and thus the questionnaire was not too long as to discourage respondents from answering them.

Due to the fact that students have a programmed schedule and the school administration might not allow them to miss their lessons to assist in data collection for this study, the researcher, after seeking and obtaining permission from the school administration, administered questionnaires to the students' in order to collect data for this study.

3.6.2 Observation

Whiten et al (2001:227) defined observation as a fact-finding technique in which the researcher participates in or watches performance of activities with an aim of learning about it. Takashorri & Teddlie (2003) defined observation as the procedure whereby the senses of touch, sight, smell, sound, or taste generate information about the objects touched, seen, etc. It is the deliberate act of an observer who studies events using his or her sensory processes. Observation entails, therefore, filtering sensory information through the thought process. Input of this information is received via hearing, sight, smell, taste, or touch and then analyzed through either rational or irrational thought. In observation, the researcher senses and assimilates the knowledge of a phenomenon in the researcher's framework of previous knowledge and ideas on the phenomenon under investigation (Robson, 2007; Richards, 2008; Leech, 2007).

With the aid of an observation checklist, the researcher used the observation method to ascertain the nature of school library and existing marketing practices of information services, if any. This method was used because it provided reliable data and additional information that may not have been attained through the questionnaire or interview (Breakwell, 2006).

3.6.3 Face to Face Interviews

An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from

the interviewee (Day, Sammons & Gu, 2008). Hawryskiewicz (2001) defined interviewing as the process of gathering information by asking questions.

With the aid of semi-structured interview schedules, the researcher used face-to-face Interviews as the dominant data collection instrument to collect data from the school heads, the school/teacher librarians and the language teachers. The researcher used face-to-face interviews to probe for information so as to get in depth data for this study.

All data collection instruments were pre-tested among other respondents who did not take part in the study thereafter. This was so as to ensure validity and reliability during the research.

3.7 Research authorization

Clearance to conduct this research was obtained from the National Council for Science and Technology as required by the legal statutes of the Kenyan Government (see appendix vii). Prior to the data collection exercise, the researcher first reported to the Provincial Director of Education in Nairobi and the District Commissioner of Nairobi North District to declare intention to conduct research and thereafter, sought and was granted verbal permission from the ten heads of schools to conduct research in their schools.

3.8 Data presentation, analysis and interpretation

Data analysis is the process of looking at data and summarizing it with intent to extracting useful information.

According to Amaratunga et al (2002) and Gibbs (2002), the process of data analysis involves the following steps: describe the sample populations; order and reduce / code the data (data processing); display summaries of data in such a way that interpretation becomes easy, e.g., by preparing compilation sheets, flowcharts, diagrams or matrices; draw conclusions, relate these to the other data sets of the study and decide how to integrate the data in the report; and if required, develop strategies for further testing or confirming the (qualitative) data in order to prove their validity.

This research study used both qualitative and quantitative methods. Consequently, both qualitative and quantitative data analysis approaches were used. According to Lewins, Taylor & Gibbs (2005), we use qualitative research techniques if we wish to obtain insight into certain situations or problems concerning which we have little knowledge. Whereas qualitative research permits research to go beyond the statistical results usually reported in quantitative research, quantitative research includes designs, techniques and measures that produce discreet numerical or quantifiable data.

The researcher used both qualitative and quantitative methods in the study. Use of semi-structured interview schedules to conduct face-to-face interviews that assisted in probing as much information as possible around the objectives and research questions of the study and administration of questionnaires to students' ensured data collected was representative of the sample. Data analysis was done by categorizing the data into themes. Data interpretation was done thematically. Presentation of data

was along the lines of the study objectives as revealed by the themes emanating from data analysis.

3.9 Ethical considerations

Resnik (2007) defined ethics as norms for conduct that distinguish between or acceptable and unacceptable behavior. According to Shamoo and Resnik (2003) ethics can also be defined as a method, procedure, or perspective for deciding how to act and for analyzing complex problems and issues.

Whiteman (2007) said that in research, there are three major ethical concerns which are participant consent, public versus private ownership and confidentiality and anonymity. In the context of research ethics, this refers to the appropriateness of the researcher's behaviors in relation to the rights of those who become the subject of the study, either the respondents or those affected by it (Walliman, 2005; Blakely, 2007; Kamuka & Anderson, 2007; Kelly & Yin, 2007).

To ensure that the study was built on ethical considerations of anonymity and confidentiality, intellectual honesty, respect for intellectual property rights and non-fabrication of findings and originality, the researcher personally went to the field to collect data for this study which was thereafter treated with utmost confidentiality and herein attached is a bibliography to ensure respect for intellectual property.

3.10 Summary

This chapter presented the research methodology framework that was the basis for data collection, analysis and presentation. The submissions of this chapter were instrumental in ensuring that the approaches taken in the study in terms of data collection, analysis and presentation sufficiently served the aim and objectives of the study. The guidelines afforded by the chapter were also essential in ensuring adherence to ethical concerns in the research throughout this particular study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter analyses and interprets the findings of the study. Data was collected through face-to-face interviews from the school heads, school librarians and language teachers; and questionnaires were administered to the students. Data presentation is descriptive in nature. The analysis has been done according to the study objectives. Tables and figures have been provided showing collective observations about facts under investigations.

4.2 Respondents

A total of 50 respondents were interviewed. The composition of the respondents is indicated in Table 4.1.

Table 4.1: Characteristics of respondents (n=50)

Respondents	Number	Percentage
School heads	10	20
School librarians	10	20
Language teachers	10	20
Students	20	40
TOTAL	50	100

The respondents were drawn from ten schools as shown in table 4.2 below.

Table 4.2: Distribution of respondents (n=50)

School	School Heads	School/Teacher Librarians	Language Teachers	Students	TOTAL
Parklands Boys	1	1	1	2	5
Pumwani Boys	1	1	1	2	5
Arya Boys	1	1	1	2	5
St.Teresa's Girls	1	1	1	2	5
Eastleigh High	1	1	1	2	5
Jamhuri High	1	1	1	2	5
Arya Girls	1	1	1	2	5
St. John	1	1	1	2	5
Starehe Boys	1	1	1	2	5
Moi Forces Academy	1	1	1	2	5
TOTAL	10	10	10	20	50

4.3 Response rate

The total number of respondents interviewed was 50 giving a response rate of 100% as indicated in Table 4.2 above.

4.4 Nature of respondents

4.4.1 School heads

- **Designations**

The researcher interviewed 10 school heads. These included the principals and where the principal was absent, the deputy principal who was acting as the school head was interviewed. Out of the 10 respondents interviewed, four were principals and six deputy principals.

- **Academic qualifications of school heads**

All the ten respondents had first degrees. Four (40%) had Masters Degrees; two (20%) had Masters in Science and two (20%) had Master of Arts degrees.

- **Period of work in the school**

The respondents were asked how long they had served in their current schools. The duration of service is indicated in Table 4.3.

Table 4.3: School head period of service in current school (n=10)

Period of service (years)	Respondents	Percentage
0-3	4	40
4-7	2	20
8-11	1	10
12-15	3	30
Total	10	100

The researcher established that four respondents (40%) were fairly new in their schools and had served for less than three years. Two (20%) had served for five

years, one (10%) had been head at his school for ten years and three (30%) had served as heads in their schools for almost fourteen years.

4.4.2 School / teacher librarians

- **Designation**

A total of 10 school librarians were interviewed. Five (50%) were school librarians whereas five (50%) were teacher librarians. All the five teacher librarians were English teachers. A teacher librarian is a teacher who has dual qualification in both education and librarianship.

- **Academic qualifications**

The researcher sought to ascertain whether the school librarians had any academic qualifications in librarianship. It was established that one respondent (10%) was a form three school drop-out, three (30%) of the respondents held a certificate in librarianship, one (10%) had a diploma in librarianship. As concerns the teacher librarians, one (10%) had a bachelors degree in education, one (10%) had a bachelors degree in both education and arts, one (10%) had a bachelors degree in missiology, one (10%) had a bachelors degree and a post graduate diploma in human resource management and one (10%) had both a bachelors degree in education and a masters degree in arts.

- **Period of service in the school**

The period of service of school/teacher librarians is indicated in table 4.4 below.

Table 4.4: Period of service as school/teacher librarian (n=10)

Period of service (years)	Respondents	Percentage
0- 5	5	50
6-11	4	40
12-17	-	-
18-23	1	10
Total	10	100

The researcher sought to ascertain the length of service of the school librarians. It was established that five respondents (50%) were fairly new in their schools having served for less than five years, four (40%) had served for almost ten years and only one (10%) had served for twenty years.

4.4.3 Language teachers

The researcher interviewed 10 language teachers, one from each school.

- **Designation**

With regard to designation, nine (90%) of the respondents were teachers of English while one (10%) was a teacher of Kiswahili. Out of the ten, five (50%) were heads of department of languages.

- **Academic qualifications**

With regard to academic qualifications, eight (80%) of the respondents held a Bachelor of Education Degree (B.Ed) while two (20%) had a Postgraduate Diploma.

- **Period of service in the school**

The period of service for the language teachers is indicated Table 4.5 below.

Table 4.5: Period of service as language teacher (n=10)

Period of service (years)	Respondents	Percentage
1- 5	3	30
6-10	5	50
11-15	-	-
16-20	2	20
Total	10	100

The researcher sought to establish the duration of service of the language teachers in their schools. Three respondents (30%) had served for between one to five years while five (50%) had served for between nine to ten years. Two (20%) had served in their schools for seventeen and eighteen years.

4.4.4 Students

A total of 20 students were interviewed. Students are major users of school libraries and therefore, their views were considered vital.

- **Age**

The age distribution of the students is indicated in Table 4.6 below.

Table 4.6: Students' age distribution (n=20)

Age Bracket (years)	Respondents
14-15	3
16-17	9
18-19	8

- **Gender**

With regard to gender, 15 of the students were male (75%) whereas 5 (25%) were female.

- **Class**

With regard to class distribution, 3 students (15%) were in form 1/ form 2; 9 students (45%) were in form 2/ form 3 and 8 students (40%) were in form 3/ form 4.

4.4.5 Discussion of findings

These findings reveal considerable inadequacies in the management of school libraries. For instance with regard to positions of school librarians, five (50%) out of the ten schools did not have school librarians and had instead designated the role to teachers. This scenario for some schools not to have designate librarians is an indication of the low consideration accorded to school libraries as noted by Otiye (1988).

The findings also revealed that out of the ten schools / teacher librarians sampled; only one librarian (10%) had a diploma in librarianship. Three others held certificates in librarianship and one was a form three graduate. Again this is another revelation of low status accorded to school libraries. Whereas the teachers were mainly graduates with a minimum of first degree, the school librarians who complement the efforts of the teachers, have no professional qualifications with a worst case of a form three dropout serving as a librarian.

4.5 Users of secondary school libraries

The researcher sought to establish from school heads and school/teacher librarians the users of secondary school libraries. All the respondents indicated that the users of their school libraries were students and teachers but the students were the majority users.

4.6 Usage of the school library

Language teachers were asked whether they made use of the school library and how often. Their responses are indicated in Table 4.7 below.

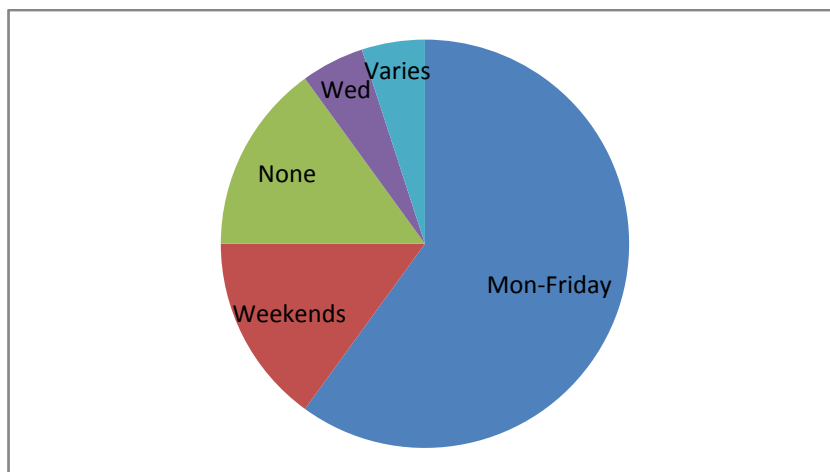
Table 4.7: Utilization of the school library by language teacher (n=10)

Frequency of library visits	Respondents	Percentage
Never	1	10
Daily	3	30
Once a week	1	10
Twice a week	3	30
Once in a while	2	20
Total	10	100

The researcher sought to ascertain from the students whether they visited their libraries. A total of seventeen respondents (85%) visited the library while three (15%) did not. Of the three students who did not visit the library, two of them said the library is not well equipped and didn't have enough space for story book reading and the other preferred to visit a public library near his residential area. One of the respondents did not explain the reason for not visiting the library.

The students were also asked on the days and times they visit the library. With regard to the days visited, 12 out of the 20 students (60%) reported to visit the library throughout the weekdays from Monday to Friday. Three students (15%) used the library during weekdays while three others (15%) did not visit the library. Asked to give reasons for visiting the library on particular days, one student stated that Wednesday is his free day while another said the use of the library varies, depending on class schedule and on being free. Figure 4.1 indicates this frequency.

Figure 4.1: Usage of the school library by students



4.7 Discussion of findings

These findings reveal the usefulness of school libraries as shown in their demand and utilization. The findings revealed that the members of the school community make heavy use of the school libraries.

For instance, out of the ten language teachers interviewed, nine (90%) reported to visit their school libraries. Of those that visited the library, two (20%) were actually

based in the library. Out of the 20 student respondents, 17 (85%) reported to visit and make use of the libraries. These findings indicate the importance of school libraries to their users as noted by Morris (2004). They also affirm the need to strengthen school libraries and market them to their clientele to be able to meet the needs of the students and teachers and ultimately support overall performance of the school.

4.8 School library

4.8.1 Data from school heads

1. Role of school library

The school heads were asked to state the role the school library plays in the school.

The following observations were presented:

- “it complements teaching”.
- “it acts as a source of information to the school community”.
- “it encourages students to read including leisure reading”.
- “it enables students’ access learning and reference materials”.
- “it acts as a reference centre”.
- “it cultivates reading habit in students”.
- “it provides an environment conducive to serious study”.

The study findings indicate that the school heads seem to be aware of the importance of a library and the role it plays. Harvey (2001) stated that the role of a school library was to provide and promote quality fiction so as to develop and sustain in students the habit and enjoyment of reading for pleasure and to enrich student’s

intellectual, aesthetic, cultural and emotional growth. He further stated that it should cater for differences in learning and teaching styles through the provision of and equality of access to a wide range of material, fiction and non-fiction and digital multi-media.

Kinell in Dewe (1995; 104) spelled out the role of the school library as:

- to provide a comprehensive source of learning materials to satisfy curricula, cultural and other needs.
- to organize learning and teaching material and provide a centralized information system concerning them.
- to liaise with outside agencies and information sources.
- to acquire and inform all staff about materials to meet their professional needs.
- to help teachers achieve their learning objectives
- to develop the school library resource centre as a focus for a school's information skills curriculum.

According to Smith (2002), the school library exists to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. She further states that In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and

research materials; to host special events such as author visits and book clubs; and for tutoring and testing.

2. Impact of the library on overall school performance

The school heads were asked whether the library has any impact on the school performance. Nine out of the 10 respondents (90%) indicated that the library had a major impact on overall school performance. One (10%) respondent reported that the library has very little impact because it is poorly equipped and has few relevant books.

3. Strategies to improve library performance

The school heads were asked whether there were any strategies within their schools to scale up the performance of their libraries. Their responses appear below:

- “we have got assistance from the American embassy to buy more books”.
- “we plan to buy more books”.
- “we intend to appoint a qualified librarian”.
- “we want to buy proper desks and other furniture”.
- “we intend to create better library space”.
- “we are expanding the space by converting one more class into a reading room”.
- “we will have financial allocation for library which has not been there, to enable it buy more materials”.
- “we are planning for automation of the library”.

- “our intention is to create more reading space”.
- “we are looking at possibility of creating more reading time e.g. extended night hours”.

The findings revealed that no school had either marketing strategies or written policies to govern marketing activities to improve the services of the school library.

4.8.2 Data from school / teacher librarians

1. Student involvement in library management

The school / teacher librarians were asked whether they involve students in the management of the libraries. Eight (80%) of the respondents said they involve library prefects in the management of libraries. Two (20%) respondents said they do not involve students. When probed further on the role of the prefects, they stated that library prefects mobilize students for cleaning and reorganizing of the library and at times shelving books. The findings revealed that the school/teacher librarians managed the school library with help in terms of organization/cleaning of the library coming from prefects in charge of these libraries (student librarians).

2. Library funding

The respondents were asked whether their libraries obtained funding from the school management for purchase of books and meeting other library expenses. All the ten respondents indicated that their libraries did not obtain direct funding from the schools. They further added that they prepared lists of books and other items to be

purchased and forwarded them to the school bursar, the school head or the head of languages department for approval and thereafter, purchase.

3. Participation in school management affairs

With regard to participation in school management committees and affairs, out of the ten respondents, nine (90%) said they do not participate in such affairs and meetings because they are not part of the school management. However, one respondent reported to participate in the school management. This respondent was also head of languages department in the school who was also doubling as a school librarian.

4. Library atmospherics

With the aid of a check-list, the researcher observed the atmospherics of the library to ascertain how physical orientation of the library supports marketing. The researcher observed the nature of the library, availability of furnishings, shelf displays, and arrangement of collection and also ascertained whether library tours were used as a marketing approach. It was found that only two (20%) libraries were purpose-built, two libraries (20%) were bookstores cum libraries and six libraries (60%) were converted classrooms. In addition, only three (30%) libraries had shelf displays. Six libraries (60%) had fairly good library furnishings albeit the furnishings being dusty and not well arranged. One (10%) library did not have proper lighting or furniture! A majority of the libraries had an outdated collection which was not well arranged. Only three (30%) libraries had a collection arranged according to the Dewey decimal classification scheme. Two libraries (20%) also served as bookstores and only created a little space for reading. The study also established that only two

(20%) libraries conducted library orientation tours to new students. With regard to use of digital multimedia, only two (20%) libraries had them in place. Of the two libraries, only one (10%) had a separate room for their use.

4.9 Information services provided by secondary school libraries

4.9.1 Data from school / teacher librarians

1. Services offered

With regard to the services offered by school libraries, the respondents under this category mentioned several services. The services cited were: lending/circulation; digital multimedia service; reference services and reprographic services (binding books and newspapers). The frequencies of these services as cited by the ten respondents were as indicated in Table 4.8 below.

Table 4.8 Services offered by school libraries (n=10)

Service	Frequency cited
Lending/circulation	9
Reference services	2
Reprographic services (book / newspaper binding)	1
Digital multimedia service	2

Two respondents also revealed that the library was used as a meeting venue by school Board of Governors and Management Committees.

2. Feedback

The librarians were asked whether their users provide any feedback on the nature of the library services offered and whether they have systems for collecting feedback. Seven (70%) of the respondents said they receive feedback while three (30%) said they do not receive any feedback. On probing further how the feedback is received, those who reported to receive feedback indicated that the feedback is usually verbal. They do not have any other system for collecting feedback other than verbal interactions.

3. Interlibrary services

Asked whether their libraries were involved in any working relationship with other libraries, all the ten respondents said they did not offer interlibrary service to any other library.

4.9.2 Data from students

1. Satisfaction with existing services

The students were asked to indicate whether they were happy with existing library services. Out of the 20 respondents, 15 (75%) said they were happy whereas five (25%) said they were not happy. Of those who were not satisfied with existing services, some of the reasons they gave were lack of new books; absence of marketing programmes and lack of a qualified librarian.

2. Availability of relevant materials

The students were asked whether they obtained the information they needed from the library. Sixteen (80%) of the 20 respondents said they did while four (20%) said they did not get what they wanted. Two of the four students indicated that the materials in their libraries are outdated and not ideal for their syllabi. One student (5%) stated that since she does not visit the library, she does not know whether the materials held in the library are useful. One student observed that lack of a full-time librarian made it difficult to access the materials.

4.9.3 Data from language teachers

1. Satisfaction with library services

The language teachers were asked whether they were satisfied with the services offered by their respective libraries. Four teachers (40%) said they were happy whereas six (60%) said they were not happy. The reasons cited by those who were not happy were that their library had outdated materials, lack of enough reading space for students and untrained librarians who were not skilled to man the library.

2. Support from librarians

The respondents were asked whether the library staff addressed any problems they encountered while using the library. It was found that six librarians (60%) did not offer support to their users while only two (20%) did. Two librarians (20%) sometimes addressed their users' problems.

4.9.4 Discussion of findings

The findings under this category revealed that the focus of all the libraries sampled was on provision of basic information services which were essentially provision of books and related materials to users and reprographic services. None of the libraries had collaborative ventures with other libraries. None of the libraries were automated and therefore did not have e-resources. Only two libraries (20%) provided digital multimedia service which was basically access to television/video cassette player and radio cassette player for recorded audio visual syllabi material.

4.10 Marketing information services in secondary school libraries

4.10.1 Data from students

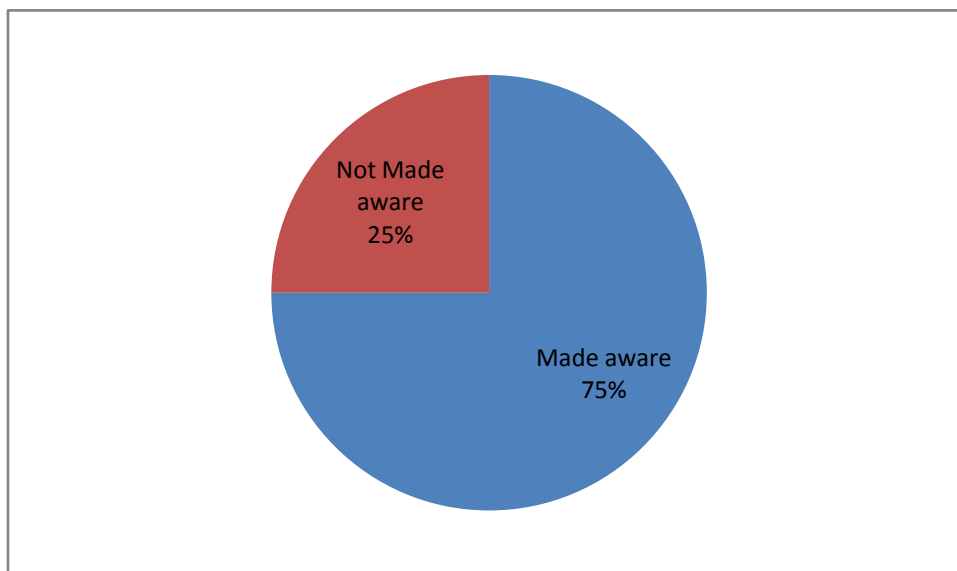
1. Orientation sessions

Students were asked to indicate whether they have had sessions to orientate them to the library services. Out of the 20 students who responded, 13 (65%) reported to have had orientation sessions while seven (35%) said they did not.

2. Awareness of library services / materials

The respondents were asked whether they were informed of new books acquired and/or other services introduced by the library. Fifteen of the 20 respondents (75%) said they were informed while five (25%) said they were not informed as shown in Figure 4.2 below.

Figure 4.2: Awareness of library services / materials by students



3. Treatment by librarians

The students were asked whether they were well treated by their librarians whenever they visited the library. Seventeen students (85%) said they were well treated by their librarians while three (15%) said they were not well treated by the librarian. The three respondents said the librarians were unwilling to assist them whenever they needed their services.

4.10.2 Data from school / teacher librarians

1. Responsibility for marketing library services

The school / teacher librarians were asked to state who in their school was responsible for marketing the library service to the school community. The respondents cited teachers six times and the school heads three times. The respondents cited students twice and the responsibility for marketing the library service by the school librarian was only cited twice.

2. Information needs analysis

The respondents were asked whether they conducted any information needs analysis in their school to ensure their services meet user needs. A total of nine (90%) respondents said they did not conduct any information needs analysis. Only one (10%) of the respondents reported to have conducted it. When probed further how this was done, the respondent said she gathered information from teachers on what books are suitable for the students before any purchase can be made. She did not consult students, because:

“The teachers know what is right for the students. Asking students is risky. They can tell you anything.”

3. Marketing strategies used in secondary school libraries

The marketing strategies used by the school / teacher librarians to market their library services were:

- posters. Seven libraries (70%) used posters and these were put at the entrance to the library. The information in the posters included library operation hours and rules and regulations of library use. A few posters had announcements on new information materials. Most of these posters were in plain A4 sheets of paper and were in black and white. Some of the posters were old and had tears, but were still stuck on the library doors/ entrances. Since the student notice boards were crammed with other posters and newsletters, the library posters that were stuck on student notice boards did not stand out and were hard to identify.

- library sessions. One English language lesson was allocated as a library session whereby students were encouraged to read story books so as to improve their communication skills. Five schools (50%) conducted these library sessions that were actually time-tabled. The library sessions in all the schools targeted only junior students i.e. those in form one and two and did not extend to the senior students i.e. form three and four. The reasoning behind this was that the senior students had some free time during the day when they could access the library and thus did not require programmed library sessions.
- assembly announcements. Five schools (50%) made announcements during assembly time when the whole school was gathered. The information announced included new information material acquired by the school library, numbers of students who had gone to the library during different days and the total number at the end of the week and changes in prefects manning the library. These announcements were made by either the prefect in charge of the library or his assistants and the head of English department since library sessions linked the department to the library.
- classroom talks. Four schools (40%) held these talks during the English lessons. since they did not conduct library sessions. During these talks, English language teachers made announcements of new information materials acquired by the school library and also asked the students to suggest titles of books they would wish to read in the school library. The English language

teacher's input was vital during purchase of the information materials by these schools since the schools leaned more towards acquiring story books.

- orientation tours. Traditionally, when new students report in school, so as to ensure students know their way about the school compound, orientation tours are conducted. Since the school library is one of the buildings found within the school compound, students are taken there so as to familiarize them with the information services therein. Six school libraries (60%) organized library orientation tours in conjunction with the school administration for the new students. During the library orientation tour, students were informed of the library rules and regulations and equally exposed to the information materials found within the school library as well as information pertaining to information services offered by the school library.

Of all the above strategies, library sessions and assembly announcements were most popular.

4.11 Challenges facing marketing of information services in secondary school libraries

The researcher sought to establish the challenges facing marketing of school library services. The challenges cited by the respondents included:

- obsolete materials. All the respondents cited lack of current and relevant materials as a major hindrance to marketing of information services. This is because for marketing to be successful in the library, it has to attract users.

- lack of commitment by the school management. All school heads seemed to realize the value of the school library and its impact on student performance but they were not fully committed to funding its operations citing budgetary constraints.
- limited space. Only two (20%) school libraries were purpose-built. Six (60%) of the libraries were converted classrooms and two (20%) were bookstores cum libraries. This clearly demonstrates insufficient space for the users and even those that were purpose-built cannot contain the school population that has grown over the years. Two libraries (20%) were simultaneously serving as bookstores and therefore did not even have reading space!
- rigid school timetable. All the respondents cited time constraints as a major obstacle in marketing of library services. In a secondary school set-up, other than scheduled library sessions which is normally one lesson of either English or Kiswahili of forty minutes, and which is scheduled for the junior classes ie forms 1 and 2, the senior students access the school library during their free time which is either mid-morning break, after lunch or after school. Due to a lot of content in the secondary school syllabus and which is tested during national examinations, seven (70%) schools had replaced the library session with remedial teaching. This was so as to ensure good performance by students at the KCSE examination. Extra-curricular activities were scheduled after school hours and thus users could hardly access the library.

Six students (60%) reported using the library from Monday through Friday and only three students (15%) reported using it over the weekend. This is because seven libraries (70%) closed over the weekends, especially those manned by teacher librarians.

- lack of qualified library personnel. Only one librarian (10%) had a diploma in librarianship and three (30%) had certificates in librarianship. Lack of skills in librarianship actually hinders delivery of services to the users and consequently impacts negatively on marketing of information services. Five librarians (50%) were teacher librarians yet none had any skills in librarianship and had only been appointed due to their teaching of a language which is deemed to be synonymous with reading of books.
- poor atmospherics. Six libraries (60%) had fairly good furniture. On the contrary, all the libraries were dusty and furniture not well arranged. One library (10%) which was also serving as a bookstore was dimly lit by natural light and had neither electricity nor furniture! Only three libraries (30%) had proper shelf displays. One librarian admitted using prefects to ensure cleanliness of the library. He observed:
“the cleanliness and arrangement of furniture depends on the seriousness of the prefect in charge”.

- loss of materials. Due to poor security measures, all the school / teacher librarians reported huge losses of information materials. This is because all the libraries relied on the goodwill of their users since none of the libraries had enforced security measures and relied on periodically checking users at the entrance.

4.12 Recommendations on how to effectively market information services in secondary school libraries

The following recommendations were made by the respondents on how marketing of information services can be improved in secondary school libraries:

- adoption of marketing strategies. Figure 4.2 confirmed that fifteen students (75%) were made aware of information services offered by the school library. This indicated the need to effectively market these services so as to capture other students. All the respondents recommended use of proper shelf displays, posters and library operation schedules on notice boards and well arranged collection as marketing techniques. Other suggestions included teachers and school heads giving assembly talks on importance of library use.
- increased library reading space. Only two libraries (20%) were purpose built, two (20%) were bookstores cum libraries; six (60%) school/teacher librarians were concerned that the current library space in their libraries was not sufficient to accommodate many students. Consequently, librarians were reluctant to encourage students to use the library due to space constraint. All

respondents suggested increased reading space so as to accommodate all library users.

- stocking of libraries with current and relevant information materials. All libraries had obsolete information materials. All language teachers recommended latest versions of books and also those books recommended by the Kenya Institute of Education (KIE) to accompany the syllabi, so as to attract students to the libraries. All students suggested acquisition of magazines and newspapers into the library and information materials in other areas that interest them e.g. sports, leisure activities etc
- flexibility of library operation hours to allow users sufficient time to access and use the libraries. Five (50%) librarians expressed concern that their libraries operated only during normal working hours from 8:00am to 5:00pm daily, which limited students' use of the library since students are in class during this time. All students and librarians suggested that libraries should operate outside the programmed teaching time i.e. in the evenings, during weekends and during school holidays.
- employment of professionally trained school librarians to manage the libraries. Only four (40%) of the school librarians were actually trained although only one (10%) held a diploma whereas three (30%) held certificates in librarianship. Lack of trained librarians hampered proper marketing of the library services especially where teachers double as librarians. In such cases, the teachers were not dedicated to the library since

their core duties are teaching and therefore, give priority to teaching. All respondents recommended employment of professionally trained librarians entirely dedicated to the library work who have time to focus on marketing the library information services to users.

- improvement of interior library atmospherics like installing better seats, ample tables, good lighting, cleanliness and good ventilation. Six libraries (60%) had fairly good furniture. Poor interior layout discouraged users from using the libraries. Their improvement would attract more users.
- conducting library sessions to higher classes specifically forms three and four. Ordinarily, library classes were conducted in form one and two. However, students suggested that providing the same to higher classes would be useful since students in forms three and four needed the library more as they approached their final exams.

4.13 Summary

This chapter presented the data collected from field research. The findings exposed the challenges of marketing information services in secondary school libraries. The chapter concluded by presenting suggestions from all the categories of respondents on how marketing information services to users of secondary school libraries can be improved.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the research findings, conclusions and recommendations. The following discussion presents each of these aspects.

5.2 The research study

This study investigated marketing of information services in secondary school libraries in Nairobi North district in Kenya. This objective was achieved through the information obtained by the six research questions presented in section 5.4.1. Related literature was reviewed and the relevance of H.I. Ansoff's product/growth matrix (1992) to this study was discussed. Respondents were sampled from ten schools as indicated in table 3.1. The study targeted fifty (50) respondents from the ten schools. Questionnaires were administered to twenty (20) students while ten (10) school heads, ten (10) language teachers and ten (10) school / teacher librarians were interviewed. All the respondents participated in the study. Data collected was coded, analyzed and presented as frequencies and percentages.

5.3 Overview of assumptions

The study confirmed the following assumptions:

1. Secondary school libraries do not adequately market their information services.

2. Users do not extensively make use of secondary school libraries because they do not know what information services are offered by these libraries
3. Effective marketing of information services in secondary school libraries will improve their role in supporting teaching and learning process.

5.4 Summary of research findings

This section summarizes the results of the study based on the research questions of the study.

5.4.1 Research question one: What is the usage of secondary school libraries?

The research findings revealed that users of the school libraries were students and teachers. The findings indicated that students were the primary and predominant users followed by the teachers. The findings also indicated that all the school libraries do not allow non-school members i.e. external community to access the libraries. The study also revealed that school libraries are considered essential facilities by all schools given their role in meeting education and information needs of the users.

The fact that the respondents reported wide use of the school libraries, with 60 % (12) of the student respondents reporting use of the library throughout the week indicates the value and importance of the library to the primary users, the students. As Smith (2002) observed, a school library is a vital resource to students and when such a facility is inadequate or unavailable, the students' performance is affected.

Yet where it is available, students have reported value for the facility and considerable utilization.

These findings therefore underscore the need for school libraries to be well equipped and well marketed to be able to support the objectives of the school.

The findings also revealed notable concerns from those respondents who do not visit their libraries. One out of the ten language teachers interviewed did not use the library while three out of the twenty students did not visit their libraries. One of the student respondents cited the reason for not visiting the library to be: “The library is not well equipped. There is no room for reading story books”. The other respondent noted that there is a public library near their home area which they use.

These findings also reflect the observations made by Lonsdale (2003) and Morris (2004) that students do not just visit the school library for the sake of it. They are interested in a service that will add value to their pursuit of education. They want a library that has adequate information, is well organized, has sufficient reading space, has good reading environment and is well managed.

5.4.2 Research question two: Which information services are provided to users in secondary school libraries?

The study found out that information services offered by secondary school libraries were lending/circulation, reference and reprographic services. A notable finding was that the libraries also served as meeting venues for various groups including school

committees and in two (20%) cases, the Board of Governors. The circulation services offered included in-house reference services for students and teachers as well as lending for external use.

The libraries did not involve themselves in other activities like inter-library lending and no library provided e-resources to the users. Only two libraries (20%) provided digital multimedia service which was basically access to television/video cassette player and radio cassette player for recorded audio visual syllabi material. The limited range of services provided by school libraries does not reflect the changes in information and library management profession.

From these findings, it can be concluded that school libraries offer basic services mainly circulation and reprographic and that they do not offer additional service that can attract users to the library. For example, none of the libraries reported to have Internet access for online resources to teachers. Whereas students may not be allowed to access the Internet, teachers may find the Internet useful for their researches and communication. In addition, none of the libraries offered interlibrary lending services.

5.4.3 Research question three: Which marketing techniques are used to market information services in secondary school libraries?

The marketing strategies used in school libraries were: use of posters on notice boards, conducting of library classes, library orientation, assembly announcements and class talks. The study found that none of the school libraries marketed their

services outside the school. This was because none of the libraries engaged in interlibrary activity. None was involved in any form of collaboration with surrounding community.

The study findings revealed that the responsibility for marketing library services varied amongst the schools sampled. For instance, in two (20%) of the libraries sampled, the school librarian was responsible for marketing. This was done by using posters on notice boards and conducting library orientation to new student intakes. Two (20%) other libraries had the library prefects taking the responsibility of marketing the school library services by making assembly announcements of number of students who visited the library so as to attract new users. In six (60%) school libraries, marketing of information services was done by teachers. The teachers made announcements of new information materials to both students and teachers in either classrooms or in the staffrooms and also, during their class library sessions.

It was found that all the schools adopted basic marketing strategies for their school libraries involving assembly announcement, posters, notices, classroom talks and library classes. None of the school library had a policy document on marketing. The findings further revealed that due to lack of qualified library personnel, marketing of library services to the users was not realized since only two school librarians thought it was part of their professional scope of work.

The adopted strategies were considered appropriate because in all the schools sampled, the library users were students and teachers. There were no outsiders. Therefore, it is convenient and affordable to adopt simple strategies for marketing. These findings support the observation by Ellinor (2007) that most schools did not invest adequately on marketing of their information services and instead used the most basic tools and techniques to try and sell the library services.

5.4.4 Research question four: Which obstacles do secondary school library managers encounter when marketing information services to their users?

The study revealed that 60% of the librarians did not address their users' problems. This was due to the fact that some of the librarians were not trained and therefore did not understand the scope of their work. One librarian (10%) had a diploma in librarianship and three (30%) had certificates in librarianship. According to Todd (2001), the school librarian's job today is at a fundamental level in that it still facilitates access to information; thereby becoming more complex and demanding.

The respondents interviewed in the study also cited other challenges facing the use of information services in school libraries. Among the notable challenges cited were: inadequate reading materials, limited reading space, obsolete reading materials, inadequate security controls for library materials, restrictive library operating hours, minimal commitment of school administration to library services and budgetary constraints. These challenges hamper effective use of the school libraries and therefore their marketability.

The findings under this category revealed that the challenges facing marketing of information services in secondary school libraries are twofold. There are those resulting from school management and those resulting from the library or librarian. The main challenge from the school management were lack of funding, limited space and lack of qualified library staff.

Those emanating from the library itself included issues like: poor organization of the library, inadequate enforcement of security, limited operating hours and lack of adequate marketing by the librarians.

In order for the school libraries to have the much desired positive impact on school performance, the two categories of the challenges must be addressed. According to Abell (1999), a school library operates within the framework of overall school management. If the management fails to support the library, the library will not be of much value to the school. Consequently the students will be affected. On the other hand, if the librarian fails to demonstrate a sense of professionalism and commitment to the library role, the interest of the school management is withdrawn and the librarian and his or her library may be rendered useless.

5.4.5 Research question five: How can information services be effectively marketed in secondary school libraries?

The respondents' suggestions cover two aspects: school management; and library manager. Recommendations based on the school management included:

- **Improve library atmospherics**

The research revealed that most school libraries were dusty. School librarians relied on prefects to organize library cleaning. Consequently, a neat library with well arranged furniture depended on the thoroughness of the prefect in charge. All the respondents suggested that enough furniture be availed in the school library for library users. One library (10%) did not have lighting thereby rendering it dark and consequently accessing and reading information materials proved a major challenge to users! All the respondents concurred that a clean and well lit environment was conducive to learning.

- **Increase reading space**

The study findings revealed that only two libraries (20%) were purpose-built, four libraries (40%) were bookstore cum school library and four libraries (40%) were converted classrooms. Other than the purpose-built school libraries that were constructed with enough space for the library users, the other school libraries did not have enough reading space, let alone space for the library collection. For the four libraries that were serving as bookstore-cum-school library, there was hardly any space for reading!

The converted classroom type of school libraries faired slightly better although enough space for the users was still a major challenge. The school library empowers learning. It gives access to real and virtual environments where learners can discover resources that inspire and develop them. Creation

and expansion of existing premises to accommodate all library users was suggested by all respondents so as to attract new users and to maintain former library users thereby effectively marketing information services to users.

- **Stock current and relevant information materials**

The study revealed that although all the school libraries got information materials through presentation of book lists and thereafter, purchase after approval by school management, there was no school that had a fixed annual fund for the school library to source for information materials. Consequently, all the libraries had out-dated information materials that in some cases were old and worn out. Both the students and teachers recommended having a current and relevant collection in tandem with not only the syllabus being taught in school but also that which address the user's needs.

- **Automate the library**

The findings of this study revealed that none of the school libraries was automated. Despite advances in education and technology, school libraries still lag behind and still offer manual information services. In order to address changes in the teaching and learning process, the Kenya Institute of Education (KIE) has produced e-learning resources that supplement teaching efforts so as to promote information literacy among students and teachers.

Despite these efforts, none of the school libraries in this study could offer this information service. Only two libraries (20%) had created space for use of

digital multimedia i.e. having a radio cassette and television/video to listen and watch recorded educational resources. All the respondents recommended automation of information services so as to advance with current technological changes.

- **Sensitize school heads on the importance of the school library**

The School Library Association (2006,) stated that the purpose of a school library was to provide a wide range of multimedia resources to support teaching and learning through the key stages and to foster a reading and information culture that promotes independent, motivated readers and learners for life. It further stated that school libraries should also provide training experience in research and information access skills which are both essential skills for quality performance in higher education and life-long learning.

The study revealed that despite being aware of the benefits of a school library, none of the school heads had a planned budgetary allocation to enhance and improve information services in the library. An effective school library would provide additional reading opportunities for students, which in turn would improve reading skills, comprehension and writing and clarity of expression, which would then support student performance in all other curriculum subjects.

- **Introduce library sessions for all students**

The study findings revealed that only five schools (50%) had programmed library sessions for junior students only i.e. those in form one and two. By so doing, students were exposed to information services in the school library and could therefore access them at these times. Introducing these sessions to all the students in school and not only the juniors would create awareness of information services available in the school library thereby marketing them effectively.

- **Flexible library operation schedule**

So as to ensure users can access information services as need arises; the library operation schedule should be flexible. Limiting service hours to lessons time hampered user-potential, since both students and teachers are occupied then. Only two libraries (20%) operated in the evenings and during weekends since the students had boarding facilities and therefore resided within the school compound. One school librarian (10%) reported that she opened the library early in the morning before normal school time began and also early evening so as to ensure students were able to access the information services because the school was a day school and it did not have boarding facilities for the students.

- **Apply various marketing techniques**

To create awareness of information services and so as to ensure sustained marketing of these services to library users, various marketing approaches

can be used e.g assembly announcements, posters, library tours for new students and teachers, shelf displays, well arranged collection etc. The study revealed that seven school libraries (70%) had posters on their doors. The information therein included library operation hours and library rules and regulations; six schools (60%) organized library tours for new student intakes annually; four schools (40%) used classroom talks to market information services to their users, although these talks were centred on announcing new information materials arrivals in the school libraries; five schools (50%) made assembly announcements concerning either new information materials acquisition and library usage figures.

All the respondents suggested use of eye-catching posters so as to attract library users. According to Coote (1997; 32), posters are often the first point of contact for a potential library user. They can be used to highlight a particular information service or event. The idea is to broadcast a clear message to a group of people, simply and cheaply. The study revealed that all schools had dusty and not well arranged library collections. All respondents suggested that having shelf displays will ease access to library information resources.

- **Employ qualified library personnel**

A qualified school librarian can effectively market the information services to their library users. From the research findings, only 40% of the school

librarians were trained. Of this number, only 10% had a diploma whereas 30% had certificates in librarianship. All respondents recommended that if schools employed qualified librarians, they would effectively market information services to users since it is part of their professional role and they would integrate a proper marketing mix for the user population.

- **In-service training in marketing information services**

The study findings revealed that none of the school/ teacher librarians had ever gone for in-service courses to upgrade their skills and keep them abreast of advances in the field of librarianship. Such courses enhance one's skills and keep them at par in the field. All the school / teacher librarians suggested the need to attend workshops regularly so as to update themselves with marketing trends of information services.

5.5 Conclusions

Conclusions provided below were drawn from the study qualified by key data from the study findings.

5.5.1 Usage of secondary school libraries

The study findings revealed that users of secondary school libraries were students and teachers. The students were the majority users.

From these findings, it can be concluded that a school library is a vital asset to the students and teachers and it underpins the education activities of schools. It can also be concluded that school libraries do not engage in any collaborative activities with

communities outside the schools, whether interlibrary relationships or community social responsibility.

5.5.2 Secondary school library management

The study findings revealed that the daily management of school libraries falls under either a school librarian or teacher librarian. The findings indicated that out of the 10 school / teacher librarians interviewed; only four had some training in library management. Out of the four, three had certificates in librarianship while one had a diploma in library and information studies. The findings also indicated that school librarians are not involved in any other school management activity except where the librarian is a teacher librarian, in which case the teacher is involved in teaching and other activities assigned to the teacher by virtue of the teaching role. The study findings also revealed that school libraries are not allocated a budget. Instead they provide lists of books they need purchased which is approved by the school head and acquired if possible.

From these findings, it can be concluded that the management of school libraries is not well structured and is inadequate, which undermines the potential of libraries to support education and information needs of the schools communities.

These findings equally explain the continued poor management and marketing of school libraries due to lack of knowhow by the people charged with the responsibility of managing school libraries. Library work is a professional activity

that requires adequate professionalism on the part of those delivering the service. Where the professionalism is scarce, service quality is bound to be compromised.

The findings also confirmed reports by Yoo (1998) that a number of schools have left the role of managing school libraries to teachers, and quite often, language teachers. There is an assumption in some school that language teachers are the ones who may need libraries most because of story books and since language subjects also include library skills, they are better placed to manage the libraries. As revealed in the study, all the five teacher librarians were English language teachers.

5.5.3 Information services provided by secondary school libraries

The study revealed that schools offer basic information services which included lending/circulation, reference and reprographic services.

Book (2002) noted that there is an increased expectation that school librarians will supervise students' Internet usage, assist with home page and website development, help teachers with the intranet, provide staff professional development, assist with data retrieval, and the uploading and downloading of software and programs, and be responsible for system back-ups and general maintenance—all these on top of *their* role of coordinating information literacy rather than as a replacement thereof. These challenges, Book (2002) suggested, have meant a greater demand on the time, skills and energy of school librarians.

Todd (2001) pointed out that school librarians are also now faced with maintaining information technology equipment and servicing the needs of users, and are being forced to assume the various roles of web master, network password administrator, professional development organizer for staff, computer technician with no extra staff or time allowance, and facilitator of technology use for both students and teachers.

However from the findings of this study, school libraries in Kenya are far off from the modern trend in library management. This is further worrying given the fact that the Kenya Government and other education stakeholders are working to introduce computer literacy in all schools. Even individual schools are now automating their administrative services. Nonetheless, information services offered by school libraries still remain manual, if any, and school librarians do not seem ready to seize the opportunities afforded by the technological progress in the schools.

With increasing access to computers by many Kenyans, students and teachers, who are major users of school libraries, are becoming computer literate. The danger of this trend is that when students are able to access extra services especially digital-related services from cybercafés and other channels but not from the library, they may render the library irrelevant (Reynolds and Carroll, 2001).

This will have three key consequences. First the school libraries may have to close shop. And secondly, the school librarians themselves will be out of job. And thirdly

the school management may not find the value of the school libraries which will have a devastating impact on the library profession.

5.5.4 Marketing information services in secondary school libraries

This study revealed that marketing strategies employed to market information services in secondary school libraries included use of posters on notice boards, conducting library sessions, assembly announcements, classroom talks and orientation tours.

Whereas these strategies support the marketing of the library services, they do not adequately market the libraries. First, it is because the techniques are quite basic. Secondly, they are not delivered through any structured or document framework but a matter of guess work, trial and error and ordinary announcements (Vijnadre, 2007). The consequence of this is that the impact of the library remains minimal. The users tend to consider these approaches as any other announcement but do not take time to internalize the value of the service. Again without a documented framework, the libraries and those responsible for them fail to consider other useful marketing strategies outside information dissemination like purchase of more current materials or introduction of new services.

The findings also revealed lack of user needs analysis in marketing the library information services. Nine (90%) of the school / teacher librarians indicated that they do not conduct user needs amongst the students but assume they know all that is relevant for the students. This detaches the user from the library and lowers the interest of the users in the library services. User needs analysis is an important

element of marketing since it ensures the marketing of the library services is relevant and tailored to meeting user needs. It also helps the librarian know they are marketing the required service hence creating an impact (Burkman, 2004).

From these findings, it can be concluded that marketing of school library services were inadequate, which ultimately contributed to under utilization of school libraries.

5.5.5 Challenges facing marketing of information services in secondary school libraries

The study findings revealed two key things in relation to this research. First, that school libraries are appreciated as an essential facility in the management and performance of schools. Secondly, school libraries receive inadequate attention from school management, which impacts on the performance of the libraries.

All the school heads interviewed indicated that their school libraries have a role in overall school performance. All the school heads also indicated that they have various kinds of action-plans in place to boost the ability of school library performance.

On the contrary, of the 10 school/teacher librarians interviewed, nine (90%) reported that they receive inadequate funding. Nine of the ten school/teacher librarians (90%) also indicated that they did not participate in school management activities. School management committees have yet to realize the immense value of the school library

by purposely building libraries and the libraries in place have yet to bridge the digital divide by integrating use of digital multimedia in their collection.

The research findings explained one of the reasons as to why school libraries continue to perform poorly in meeting the information needs of users. This is because if the librarians are not involved in overall school management in one way or another, they fail to understand the overall mission and vision of the school (Todd, Kuhlthau & OELMA, 2004). As a result they have difficulties in aligning the school library to the overall school strategy and may engage in activities that add little value.

Likewise, as observed by Thomas & Perritt (2003), when the school management does not engage the school librarian in their activities, an interaction platform that enables the school administrative managers understand the need of the library does not exist. This inadequacy in understanding the needs of the library impact on the ability of the school managers to support the library function.

It can be concluded from these findings that school libraries face a myriad of challenges which undermine their ability to market their services adequately to their users. These challenges need to be addressed to improve marketing of the school library services.

5.6 Recommendations

The study established weaknesses in the marketing of information services in secondary school libraries. In this regard, the study made the following recommendations:

- **Improve the school library environment**

The research findings revealed that six libraries (60%) had fairly good furniture albeit the furniture being dusty and not well arranged. One (10%) library did not have furniture since it also served as a bookstore and it also did not have proper lighting due to the fact that it relied on natural light and the collection was poorly arranged on high shelves thus blocking out natural light! Whereas access to natural light is a much requested quality for a library, it poses problems of fluctuation in quality. A large number of windows may lead to unacceptable heat gain and loss while very few windows may lead to darkness in the school library thereby necessitating the need for electricity, which will be too expensive, in the long run. Lighting and acoustic treatment to combat noise may be made much more specific to the school or users' needs.

According to Dewe (1995; 136-140), while the functional and behavioral aspects of a library's design are very important, its aesthetics and internal environment, and the ambience these create, deserve a great deal of attention. The "feel" or "mood" of a library will be the sum of many things (including the attitude of the staff), such as spaciousness, color, decoration, lighting, the materials used for soft furnishings (such as curtains and blinds), equipment and furniture. The overall effect should be to

create a comfortable (but stimulating) and inviting atmosphere, which also appeals to the library users.

The study further revealed that only two (20%) libraries were purpose-built, six (60%) libraries were converted classrooms and two (20%) libraries were also serving as bookstores. The school administration can strive to ensure that the school library has its own identity, one that clearly distinguishes it from other parts of the school. While deliberate choice in the areas of color, decoration, finishes, furniture and so on will be an influence, the chosen aims of the library will provide a distinctive ambience. Strong, primary colors should be avoided in the decoration of libraries as such colors have the ability to excite or depress and seem dated after a while. Consequently, school library interiors should be rather unobtrusive, safe and similar throughout using neutral colors such as beige, light yellow, grey or off-white. With regard to floor color, a medium tone is preferred (so as to hide dirt and wear) and for the ceiling, a bright color which will diffuse and disseminate light.

From the study findings, nine (90%) of the libraries had chairs whose arrangement resembled a classroom. In school libraries, it is important to try and avoid the classroom look where large numbers of seats are provided. The school librarian can arrange furniture in smaller groups of seating divided by shelving, seating in alcoves, and the judicious use of carrels can help mitigate this impression. However, it is recognized that that libraries with less than their required space will need to arrange

seating as economically as possible and this may not facilitate a more varied arrangement.

While few school libraries are likely to be able to afford or find financial support for a range of art, consideration should be given to the possibility of some form of art provision (such as murals, use of textiles, graphics) especially where local artists can be involved. Other things that can lend interest to the school library are plants, an aquarium or a display of exhibits loaned from the local museum or art gallery.

Providing plenty of space for display in the school library enables the exhibition of students' works in addition to the information resources shown by the school library as current awareness service. Display boards, both movable and wall mounted, near the entrance and dispersed throughout the library, exhibition cases and leaflets dispensers will together provide a basis for such works. Facilities for display outside the school library can also be used in order to publicize these works and inform users of information services within the school library.

The findings further revealed that only three (30%) libraries had shelf displays and had a collection arranged according to Dewey Decimal Classification Scheme. Guiding is often an overlooked aspect of the school library interior, an afterthought rather than a planned, integrated component. The school librarian can create a variety of guiding and signs which are needed to provide information to library users. These signs should indicate the location of sections of the library collection, including

particular subjects. An easily comprehensible layout, however, should lessen the need for too much guiding. However, according to Heeks in Dewe (1995; 139), shelf guides were likely to be unnecessary in a small school library where the amount of shelf space given to any one subject was very limited.

If the school library is to attract and retain users, then it should be a comfortable place to be all the year round. While lighting and ventilation is common to the school library as a whole, any particular needs of users should not be forgotten, such as good ventilation in areas where students may be present for a while i.e. during library sessions where the whole class has to be accommodated in the school library or where reprographic or other digital multimedia equipment is in use.

- **Encompass other users of secondary school libraries**

The study findings revealed that users of secondary school libraries were teachers and students. With approval from the school administration, secondary school librarians, head teachers and teacher librarians should consider extending their user scope to community members and other schools through interlibrary collaboration. By allowing the surrounding communities some controlled access to the libraries, the schools are bound to benefit from donations and gifts of information materials offered to the libraries by the community in appreciation of the services. This is likely to improve the library collection and eventually benefit the primary users who are students and teachers of the parent school. Sharing of information through interlibrary collaboration will expand the library coverage.

- **Administrative integration of the school librarian**

The study revealed that none of the school or teacher librarians attended school management meetings that could serve as an opportunity to discuss the challenges facing the school library. Secondary school heads should include librarians in the management activities of the school especially academic related activities. The school head should borrow from universities where the university librarian is a member of senate. This is because a library is at the heart of any academic institution. The librarians will be essential in creating an understanding of the role of the library in fostering education standards and enabling the schools achieve their targets. This will be useful in improving marketing of school libraries because it will leverage the role of the library in overall school management hence enable the library services attract the necessary resources to enhance marketing of their services.

- **Recruitment of a professional school librarian**

This study revealed that only one (10%) school librarian had a diploma in librarianship and three (30%) had certificates in librarianship whereas one (10%) was a form three school drop out! Five (50%) teacher librarians were English language teachers and had thus been appointed by the school administration to man the school library. Schools' Board of Governors should employ either qualified school librarians to manage the school libraries so that they are delinked from the language department or they should appoint dual qualified teacher librarians. Trained school / teacher librarians will inject the required professional impetus in the management of

the libraries. They will be able to introduce better services and apply their professional knowledge and skills to offer better services. This will impact positively on marketing of school library services because they will be able to develop better and professional marketing practices and tools. Training courses for school / teacher librarians should also be organized so as to acquaint them with current marketing trends of information services.

- **Budgetary allocation for school libraries**

The findings of this study revealed that no school allocated funds for the school library. Schools' Board of Governors should make budgetary allocation to the library just as it would on other issues like catering so as to improve school library facilities. This will ensure that the library services prosper. Clearly defined budget allocation will enable librarians to introduce additional services that are likely to attract more students and teachers to the library. This will have a positive impact on marketing of the school library services, because added value like acquisition of a variety of new information materials due to better funding will market the library information services and attract users. This will in turn improve the overall performance of the school.

- **Introduce interlibrary lending**

The findings of this study indicated that no school library engaged in interlibrary lending. With approval from the school administration, school libraries, through the school librarians and head teachers, should engage in interlibrary lending (under short loans) which can be used for corporate acquisition where one school may find

it difficult to acquire adequate information resources due to shortage of funds. They can therefore pool resources together, purchase the information resources and share them through interlibrary lending. This will have a positive impact on marketing because it will assist the library improve its collection and also market itself externally to other users. This approach may also attract donor funding and improved reputation from other institutions.

- **Enhance information services provided by secondary school libraries**

From the findings of this study, school libraries offered basic information services that included lending/ circulation, reference services, reprographic services (book/newspaper binding) and digital multimedia service (refer to table 4.8). School / teacher librarians should expand their information services beyond these basic services. In the changing information society and with increasing focus towards electronic sources of information, there is need for school/teacher librarians to expand the scope of their services. They should include electronic sources like electronic books to appeal to the increasing ICT literate user population. This will have a positive impact on marketing of the school library services because it will attract many students and teachers to the library who will want to experiment the electronic resources.

School Boards of Governors and head teachers should allocate additional resources to improve services offered by libraries so as offer better and more user-appealing services. Ultimately, the school will not only have a better library service but students' performance will improve due to adequate and better information resources.

- **Diversify marketing strategies**

This study revealed that the marketing approaches presently in use in school libraries are very basic. Seven (70%) school libraries used posters, five (50%) used library announcements, four (40%) had classroom talks, five (50%) had scheduled library sessions for students in form 1 and 2 and six (60%) school libraries had library orientation tours that were done annually and were only for new students' intake. School librarians should diversify their marketing approaches to include exhibitions, organizing library-based contests amongst the students to motivate usage, establishment of book-study groups amongst students and use of digital multi-media like video tapes to demonstrate their importance in libraries. Diversification in marketing techniques will have a positive impact in marketing of the library services because it will generate curiosity amongst users and attract them to the library. Users will feel a sense of innovation and newness in the library service as opposed to outdated marketing strategies.

School and teacher librarians can also employ other simple methods that will go a long way in marketing information services to their library users. They can; smile a lot and remind their library assistants to look happy; look well groomed and professional; sponsor a club, organization, or group and attend after school activities; ask a complete stranger to give an honest appraisal of the "first impression" of the school library; display signage that is professional and consistent, and easy to read; create an entrance that is inviting, uncluttered, and well lit; ensure the floor plan and traffic flow are logical and easy to follow; provide student assistants with badges; use a common logo

on the same color paper for all school library memorandums and publications; advertise services outside the school library in unexpected places e.g. by the drinking fountain, in the cafeteria, in the main office, on the public address or closed circuit television system, in the teacher's lounge among others; spend a certain amount of time talking to students and staff. This makes the school library a more relaxed and hospitable atmosphere; produce a regular newsletter for staff (include humor and lots of graphics); prepare a brief monthly report for the school administrators; write a column for the student newspaper; write and publish short handouts for students to keep or take home; write for library users lists for vacation reading, research hints and bookmarks and gather an advisory committee of staff and students to give feedback, support and suggestions.

- **Adoption of marketing standards by the Kenya Library Association for adaptation and use by school libraries**

The Kenya Library Association can also play an important role in developing marketing standards of information services in secondary school libraries. By equally promoting these marketing standards and also the importance of school libraries through their publications, the spiral effect would then be felt by the policy makers who would then advice school management on how to effectively undertake information services marketing in their libraries. However, in the absence of set standards, IFLA/UNESCO (2000) school library guidelines for framing up marketing policies can be adopted.

- **Sensitization of school heads**

Although the study findings revealed that all school heads seemed aware of the role of the school library and its impact on students' performance, they still did not hold it in high regard. Consequently, during educational forums, school heads can be sensitized on the significance of having a well equipped school library so that its performance and usability is enhanced.

5.7 Suggestions for further research

It is recommended that more research should be done in the following areas:

- The researcher only investigated marketing of information services in secondary school libraries. Research should be conducted in other types of libraries including primary schools, academic libraries, private and public libraries so as to identify similarities and differences that may exist. Recommendations from other libraries may be adopted to enhance marketing of information services in secondary school libraries so as to improve their performance.
- This study concentrated on marketing. Future research should be conducted on the impact of the secondary school library on students' performance in Kenya. This study would reveal if there is any correlation between usage of the school library service and grades obtained by students.
- Research should be conducted on the current state of secondary school libraries in Kenya. Many schools boast of having a school library service yet, in some cases, a store full of books is what is referred to as a school library. The study would unearth the nature of secondary school libraries i.e.

purpose-built, converted classroom or bookstore-cum-library and if they actually offer information services to their users.

- Research should be conducted on information services provided by secondary school libraries in Kenya. Due to advances in technology, a study should be done to see whether secondary school libraries are in tandem with the current trends in technology.

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APPENDIX I: INTERVIEW SCHEDULE FOR SCHOOL HEADS

My name is Idha Wang, a Master of Philosophy student in Library and Information Studies at Moi University, conducting a research on *marketing information services in secondary school libraries in Nairobi North district*.

The results of the study are anticipated to enhance marketing of information services in secondary school libraries in Kenya. I have identified you as one of the respondents to the study. Information provided will be treated with utmost confidentiality.

PART I: BIODATA

School..... / Category

1. What is your designation?
2. What are your highest academic or professional qualifications?
3. How long have you served as School Head?

PART II: USE OF LIBRARY

4. Who are the users of your school library?

PART III: LIBRARY MANAGEMENT

6. Is there a school / teacher librarian? If no, please explain.
7. Is there budgetary allocation for the school library?
8. What role does your school library play in the success of the school?
9. Does the library have any impact on overall school performance?
10. What strategies do you have for improvement of performance of the school library in supporting the school activities?

PART IV: CHALLENGES FACING SCHOOL LIBRARIES

11. What challenges do users face when accessing the school library services?
12. What obstacles face the school library in delivering its services and supporting the school educational programs?

PART V: RECOMMENDATIONS

13. Any recommendations on how the library services in your school can be effectively marketed?

**APPENDIX II: INTERVIEW SCHEDULE FOR SCHOOL / TEACHER
LIBRARIANS**

My name is Idha Wanga, a Master of Philosophy student in Library and Information Studies at Moi University, conducting a research on *marketing information services in secondary school libraries in Nairobi North district*.

The results of the study are anticipated to enhance marketing of information services in secondary school libraries in Kenya. I have identified you as one of the respondents for the study. Information provided will be treated with utmost confidentiality.

PART I: BIODATA

School.....

1. What is your designation?
2. How long have you served as the school / teacher librarian?
3. Are you professionally trained in librarianship?

PART II: USE OF LIBRARY

4. Who are your library users?

PART III: LIBRARY MANAGEMENT

5. Do you involve students in the management of the library?
6. Is there budgetary allocation for the library? Is it sufficient?
7. Are you involved in other school activities including administrative/management other than library work?

**PART IV: LIBRARY INFORMATION SERVICES OFFERED BY
SECONDARY SCHOOL LIBRARIES**

8. What services does your library offer?
9. Do you conduct information needs analysis?
10. Do you have a system for getting feedback from your users?

11. Is your library involved in interlibrary activities?

PART V: MARKETING SECONDARY SCHOOL LIBRARY SERVICES

12. Who is responsible for marketing of the library services? Please explain.

13. Do you conduct user information needs analysis to guide your actions?

14. What strategies do you use to market your library services?

15.

PART VI: CHALLENGES OF MARKETING INFORMATION SERVICES

16. What challenges do you face in marketing your library services?

PART VII: RECOMMENDATIONS

17. Any recommendations on how the information services can be effectively marketed to the users?

APPENDIX III: INTERVIEW SCHEDULE FOR LANGUAGE TEACHERS

My name is Idha Wanga, a Master of Philosophy student in Library and Information Studies at Moi University, conducting a research on *marketing information services in secondary school libraries in Nairobi North district*.

The results of the study are anticipated to enhance marketing of information services in secondary school libraries in Kenya. I have identified you as one of the respondents to the study. Information provided will be treated with utmost confidentiality.

PART I: BIODATA

School.....

1. What is your designation?
2. What are your highest academic or professional qualifications?
3. How long have you been at this school?

PART II: USE OF LIBRARY

4. How often do you visit the library?

PART III: LIBRARY INFORMATION SERVICES OFFERED BY SECONDARY

SCHOOL LIBRARIES

5. Are you satisfied with existing library services? Please explain.
6. Do you receive adequate support from the librarian when utilizing library services?

PART IV: CHALLENGES FACING USERS IN SCHOOL LIBRARIES

7. What challenges do you face in utilizing your school library information services?

PART V: RECOMMENDATIONS

8. What recommendations would you make that would help your school library improve marketing and utilization of its services?

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

My name is Idha Wanga, a Master of Philosophy student in Library and Information Studies at Moi University, conducting a research on *marketing information services in secondary school libraries in Nairobi North district*.

The results of the study are anticipated to enhance marketing of information services in secondary school libraries in Kenya. I have identified you as one of the respondents to the study. Information provided will be treated with utmost confidentiality.

PART I: BIO DATA

School.....

1. Age?
2. Gender?
3. Class?

PART II: USE OF LIBRARY

4. Do you visit the library? If Yes, How often? If No, please explain.

PART III: LIBRARY INFORMATION SERVICES OFFERED BY SECONDARY SCHOOL LIBRARIES

5. a. Are you satisfied with existing library services?
b. If Yes / No, please explain.
6. Do you feel your library has relevant and adequate information materials for your use?

PART IV: MARKETING SECONDARY SCHOOL LIBRARY SERVICES

7. Were you inducted to the library services when you joined the school?
8. Are you made aware of new materials acquired by the library?
If Yes, how?
9. How do you feel about the treatment accorded to you by the librarian?

PART V: CHALLENGES FACING USERS IN SCHOOL LIBRARIES

10. What challenges do you face in using your school library services?

PART VI: RECOMMENDATIONS

11. What recommendations would you make that would help your school library improve marketing and utilization of its services?

APPENDIX V: OBSERVATION CHECKLIST

A. Put a tick [] against nature of library.

1. Purpose-built []
2. Converted classroom []
3. Bookstore cum library []

B. Put a tick [] if the marketing practice or technique is currently in use.

Section I: Marketing techniques currently in use.

1. leaflets []
2. posters []
3. newsletters []
4. displays []
5. other [] specify
 - a.
 - b.
 - c.
 - d.

Section II: Marketing practice in place.

1. Library atmospherics e.g.
 - a. library furnishings []
 - b. shelf signs []
 - c. collection well arranged []
 - d. lighting []
2. Ascertain use of library orientation / tours []

APPENDIX VI: Letter of introduction**7th May, 2009**

Idha J A Wanga
Dept. of Library, Records Management and Information Studies
School of Information Sciences
Moi University
P.O.Box 3900-30100
Eldoret

Dear respondent,

I am a post graduate student at Moi University – Nairobi campus, carrying out a research on “**Marketing information services in secondary school libraries in Nairobi North district, Kenya**”, in partial fulfillment of the requirements for the degree of Masters of Philosophy in Information Sciences, Department of Library and Information Studies.

I will be very grateful if you assist me gather information for this study by either availing yourself for an interview or completing the questionnaire provided. Your role is critical in understanding how marketing is carried out, if any, and whether the marketing techniques being employed are suitable for the information users.

The interview will be approximately 15 minutes.

The questionnaire will take about 10 minutes to complete. After completing it, kindly drop it at the school reception office.

The information provided will be treated with utmost confidentiality.

Thank you for your participation.

Yours sincerely,

Idha J A Wanga

APPENDIX VII: Research authorization