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Andrew Malekani
Sokoine University of Agriculture, malekani@suanet.ac.tz

Ronald Benard
Sokoine University of Agriculture, ronaldbenard75@gmail.com

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Effective outreach techniques for the promotion of library information resources in academic libraries in Tanzania: A case of Sokoine National Agricultural Library

By
Dr Malekani, A.W

Sokoine National Agricultural Library, Sokoine University of Agriculture, Tanzania E-mail: malekani@suanet.ac.tz

Ronald Benard

Sokoine National Agricultural Library, Sokoine University of Agriculture, Tanzania E-mail: ronaldbenard75@gmail.com

Abstract

This study examines the techniques for promoting library information resources and services through outreach activities and how librarians and other library patrons perceive the techniques for promoting the resources and services, and the factors affecting the perceptions regarding effectiveness of techniques used. Data were collected using a survey questionnaire that was purposively distributed to students, librarians and members of academic staff. A total of 40 respondents participated in the study. Data were analyzed using descriptive and inferential statistics (Chi-square Test) using SPSS software V.16. It was found that several techniques are used to promote library resources and services. These include catalogues, displays, print adverts each 7%, followed by e-mails (6%) and workshops, phones, leaflets, and face to face events each 5%. The present position respondent holds were found to influence positively and significantly a number of outreach approaches. It was found that the catalogue was rated effective by *28 (70%) respondents in promoting library services, the website was rated effective by 28 (70%) of respondents and the posters were rated effective by 20 (50%) of respondents.* From the study, it can be concluded that the library could invest in the use of most highly rated outreach techniques such as *face-to-face events, training sessions, workshops, brochures, catalogue, website, phones, leaflets, adverts, e-mail, classroom instructions, social media, posters and library tours* to promote the use of services and resources among the library user community. On the part of respondents, they gave the following opinions to improve outreach services: use of social media and library website updates (61%), frequent email alerts of new arrivals, regular user training, and increased publicity by brochures and leaflets each (13%).

Keywords: outreach services, information resources promotion, outreach effectiveness, Tanzania

Introduction

The word "outreach" is used to describe a wide range of activities, from actual delivery of services to dissemination of information. Boyce and Boyce (1995), point out that while the term outreach is used extensively in library literature from the mid-sixties on, a specific definition is not readily offered. Outreach is often used interchangeably with synonyms such as extension and the phrases “service to the disadvantaged” or “unserved, “and “community “or “inner-city service.” As a tool to help expand access to information services, practices or products, outreach is most often designed to accomplish one of the following (or some combination): directly deliver information services; educate or inform the target population, increasing their knowledge and/or skills; educate or inform people who interact with the target population (like librarians, health officers); establish beneficial connections between people and/or organizations.

In the present era where ICTs are changing rapidly, academic libraries are facing a variety of challenges such as ongoing budget cuts, application of new information technologies, changing internal and external environments, and changing demands of research and teaching. The libraries would use some managerial tools to assist them to overcome these challenges in the future through effective promotion and marketing of the services they offer to clients. As put it by Helinsky (2008) and Webreck Alman (2007), today, academic libraries are no longer the only choice for students, faculty, staff and other clients to go to for information. To attract clients, generate non-user awareness, and raise awareness of available services and resources, libraries need to find ways to promote services and resources to clients as effectively as possible. As such, promotional approaches are used to convey the availability and value of services and resources to target clients and should be designed to cause library users and non-users to act (Helinsky, 2008; Webreck Alman, 2007). These approaches must be developed in such a way that they gain user attention, providing a reason for the library's services and resources to be selected over those of competing services (Chartered Institute of Marketing, 2009).

Literature review

Marketing as a tool for library outreach activities

Information technologies change rapidly. Information products and services are in a multiplicity of formats in libraries. For libraries and information services to stay viable in the current environment, it is important that they adopt promotion strategies to help meet organizational mission, goals and objectives. Promotion as a marketing tool has long been associated with the selling of a product in order to make a profit, but was extended to the non-profit sector including libraries in the 1960s (Enache, 2008).

For libraries, marketing is about a set of activities including understanding client needs, determining market niches, identifying products and services, building client relationships and creating '*marketing mix*' (de Saez, 2002; Potter, 2012; Rowley, 2003; Welch, 2006). Unlike traditional marketing that is organization-focused and for a specific product, libraries and information agencies are client-focused organizations focusing on clients and meeting their

needs, and need to adopt services marketing (Welch, 2006). Services are the intangible products that libraries now have to promote in order to compete with external competitors. Libraries face numerous challenges such as restricted funding and increasing user expectations, as they identify, develop, deliver and monitor service offerings that are superior to their competitors. However, these challenges offer opportunities to provide better services for users by redefining customer relationships through the use of marketing strategies to build and strengthen ongoing relationships with customers (Rowley, 2003). Relationship marketing is relevant to services marketing and creates much value because it builds a viable and long-term relationship with the clients that seek to use resources and services so that the customers are retained (Rowley, 2003).

The marketing mix refers to a set of variables that can be used by a library to promote its services and resources to users (de Saez, 2002; Lancaster and Reynolds, 1995; Welch, 2006). The marketing mix is traditionally referred to as the 4 Ps: price, product, promotion and place; however the fifth P, people, is now commonly included. Although the marketing mix was developed for imparting the advantages of a tangible product, with the focus on product marketing, the literature agrees on the importance of applying this focus to service promotion. As the need for promotion of services has grown and is now more widely recognized, the marketing mix has been refined and adapted to include services, not just products (Mollel, 2013). One of the key marketing mix strategies is effective promotion.

A comprehensive literature search has shown increasing interest in the necessity of appropriately promoting library services and resources, as well as the critical need to do this to maintain visibility. The literature agrees that marketing and promotion are often used interchangeably; however, they are quite different, with promotion being a subset of marketing, as outlined above in the marketing mix (Mollel, 2013; Germano, 2010). Promotion, in a library setting, can therefore refer to the methods used to provide information to users about the library's services and resources, ensuring that users are aware of the services and resources available. These methods include approaches such as print and online advertising (for example bookmarks, brochures, booklets, mail outs and Website announcements), electronic methods (for example e-mail, digital signage, screen-savers and alerts), and merchandise for giveaways and static marketing collateral (for example, pens, fridge magnets and water bottles).

A variety of techniques has been used to promote library services and resources. Nkanga (2002), found that promotional techniques such as personal contacts, circulars, memos, telephone calls, meetings, direct mailing, displays, talks, newsletters, library tours and leaflets were widely used. The tools used for promotion were reviewed and the promotion activities of the studied department's information products were described by Cummings (1994). Many forms of techniques such as a combination of outreach programmes, holding lectures, changing library exhibits, library tours, classroom instruction, one-on-one appointments, library homepage, online catalogue and one-on-one training were suggested to promote library services and resources (Dodsworth, 1998). Bhat (1998) outlined the marketing approaches used in the British Council Network in India and found that techniques such as mail outs, personal visits, presentation at institutions, brochures, leaflets, newsletters, extension activities, cultivating the press and media advertisements were used to promote library and information services in order to increase the customer base. Jackson (2001) considered how to promote the interfaces, how to choose the right

time to promote the service, and found that a variety of promotional methods such as business cards, leaflets, e-mails, letters, newsletters, personal contact, meetings, phone calls and interactive presentation were used to attract users. Ashcroft (2002) examined the promotion and evaluation of electronic journals in academic library collection and found that the methods of promoting e-journals included seminars for students, A-Z list of e-journal titles shown on the library web pages, leaflets, advertisements, and e-mail alerts. Adeloye (2003) presented a number of practical ideas such as the use of promotional techniques including brochures, library guides and exhibitions. The internet was used to promote library services and the techniques used to promote library Website were circulation expire alert, live digital reference desk, cross search and library portals (Ju, 2006).

To keep pace with evolving information technologies, librarians use a group of software applications including blogs, wikis and podcasting, media-sharing tools such as YouTube and Flickr, and social networking services such as Twitter and Facebook (Hinchliffe and Leon, 2011; Moulaison and Corrado, 2011; Yi, 2014) to market their services and resources with mixed success. Unlike the ordinary internet (web 1), blogs and wikis, as well as social networking and information sharing sites such as Facebook, Flickr and YouTube, create new types of content. Information professionals use tools such as RSS (Really Simple Syndication), tagging and bookmarking as a means of promotion. YouTube is a video sharing site which allows people around the world to communicate and interact, making it a distribution point for user-created content (You Tube, 2015). Kho's paper (2011), which explores social media use for customer engagement, substantiates the successful use of YouTube to market the library's collection. YouTube also enables users to embed videos in other Web 2.0 tools, such as Facebook, blogs and wikis. Flickr is a photo sharing website which allows users to store, sort, search and post photographs and to create discussion groups. Besides posting materials for promotion purposes, information professionals can post photos of the organization and staff to provide a virtual tour of their agency. Twitter is social networking tool that is becoming increasingly popular, because of its ability to showcase interesting events, features or news in 140 characters or less. Several papers have explored how Twitter is being used in libraries to market their services and resources by actually using the social networking site to provide the service (Fields, 2010; Milstein, 2009; Rodzvilla, 2010; Stuart, 2010). A favorite networking site for people of all ages to keep in touch is Facebook. A broad study by Hendrix, Chiarella, Hasman, Murphy and Zafron (2009) on the use of Facebook by more than seventy librarians found that most libraries used the social networking site to predominantly market their services. A study by Garcia-Milian, Norton and Tennant (2012) suggests that the more *likes* a library's Facebook page has, the greater the potential for engagement with users through this medium.

These techniques continue to be used, and in addition, the literature reports on various approaches taken to promoting library services and resources, with mixed results on effectiveness. For example, Adeyoyin (2005) and Germano (2010) both believe that comprehensive marketing campaigns are required, used in conjunction with promotional materials; however, they did not go into details about the types of approaches that can be used, or the inherent success factor of such approaches. Campbell and Gibson (2005) conducted a study confirming this: a yearlong marketing plan using any of the promotional approaches listed earlier had success in raising awareness of the library, however lack of a library-wide plan coordinating

all promotional efforts created a disjointed effort, which had an impact on further achievements. A more recent survey of academic librarians on using many of the approaches listed was conducted by Polger and Okamoto (2013). However, the authors do not explain which promotion technique was effective and what factors influenced the techniques used. Further studies of international academic libraries found that users were not being updated regularly, despite the knowledge that improving awareness of library services and resources can lead to increased use (Garoufallou, Zafeiriou, Siatri and Balapanidou, 2013; Kaba, 2011).

Increases in circulation, account registrations and e-book access became apparent after the creation of displays, physical signs and use of the library Website to promote resources (Jones, McCandless, Kiblinger, Giles and McCabe, 2011; McGeachin and Ramirez, 2005). Empey and Black (2005), although unable to determine heightened awareness resulting from their efforts, used anecdotal evidence to assess positive changes in user attitudes. The perception is that these small changes made significant improvements in staff and user engagement, as well as increased use statistics.

A common theme that emerges with the use of promotional materials and various approaches is that e-mail, e-mail alerts (distinct from e-mails due to their short or thematic nature), signage (both print and digital) and use of library Websites (announcements and screensavers) are the techniques that librarians mostly use for promotion in the libraries. This has been mainly due to relatively low investment of both funding and staff time (Jones *et al.*, 2011; Kratzert, Richey and Wasserman, 2001; Verostek, 2005; Vilelle, 2005). The literature is compelling in its discussion regarding the importance of promoting library services and resources in order to maintain visibility in competitive environments.

Promotional approaches used in academic libraries

According to Fisher and Pride (2006); Mathews (2009); and Webreck Alman (2007), promotional tools that can be used by academic libraries to promote their services and resources include: digital media, such as the library's Website, e-mail lists, blogs and podcasts; print materials, such as posters, handouts and giveaways; events such as orientation tours and workshops; and other tools such as library publications, contests, brochures, direct mail, Web 2.0 applications and displays. A good Website helps to bring services and resources together in a unique way, because it is a direct link between the library and its specific users (for example students and academics) and the services it is seeking to promote. It also provides a channel for communication with target clients. Some media can be cross functional; for example, traditional tools, such as flyers, brochures and posters, can be used to promote events and programmes, which are promotional tools in themselves. Newsletters can introduce new developments as well as highlight current services. Target audiences can be easily and effectively targeted through e-mail lists and the Internet. These services are cost effective, as they require little investment in resources and reach the intended client directly. In Tanzania, several tools are used in libraries

(both academic, research, public and private libraries) for outreach activities. At Sokoine National Agricultural Library (SNAL) for instance, the following are tools used for outreach activities: brochures, leaflets, posters, booklets, email alerts, social media, mobile phones, Local Area Network, to name a few of them. However, the effectiveness of promotional tools used has not been studied in great depth, particularly in relation to how effective Tanzanian academic libraries outreach strategies are perceived.

This study examined how students, researchers, academic staff and librarians at Sokoine University of Agriculture (SUA) perceive techniques used to promote the library information resources and services and the factors influencing their perceptions of the particular approaches used, to provide a better understanding of their attitudes and views towards these techniques, it also south to identify agro-processors information needs and the available agro-processing information important to agro-processors in SNAL. The study also sought to elicit opinions on how to improve on the outreach activities of the library services and resources so that they could be better used by people.

Methodology of the study

Study area

This study was conducted at Sokoine University of Agriculture, specifically at Sokoine National Agricultural Library. The sample for the study was drawn from students, researchers, academic staff and librarians at Sokoine University of Agriculture. In order to avoid biasness a simple randomly sampling method was used to draw a sample 40 respondents for the study. Therefore Forty (40) respondents were given a self-administered questionnaire conveniently to elicit their views on outreach activities involve in the library (SNAL). According to Bailey (2004) a minimum sample size of 30 is normally sufficient for studies in which statistical analysis is to be done. The study collected both primary and secondary data . Primary data were collected through a self administered questionnaire, consisting of both open and closed ended questions. Secondary data were obtained through library and Internet research. Data collected were analyzed both qualitatively and quantitatively.

Research design

The design of this study was a cross-sectional survey. In this design, data from students, library assistants, researchers and academic staffs were collected at a single point in time without repetition from the representative population. The study design was appropriate because it is less time consuming, cost-effective, and much information were obtained in a relatively short time (Babbie, 1993).

Data analysis

Descriptive content analysis (Sarantankos, 2005) was used to analyse the data collected from open-ended responses. Descriptive statistics (percentages) and inferential statistics (Chi-square test) were used to analyse the quantitative data. The main method of data analysis was Chi-

square test, which was used to determine the relationships between a dependent variable with multiple categories and more than two independent variables. Dependent variables should be ordinal ones. However, independent variables can be categorical and continuous variables.

Findings

The results in Table 1 show that the library uses a variety of outreach techniques in promoting the use of library services and resources. It uses catalogue (7%), displays (7%), print adverts (7%), workshops (6%), e-mail alerts (6%), library website (6%), phone (5%), leaflets (5%), library tours (5%), face-to-face events (5%) and other as indicated in the Table 1.

Table 1: Techniques used in promotion of library resources and services

Outreach service	**Response**		**Outreach service**	**Response**	
	Frequency	**Percent**		**Frequency**	**Percent**
Catalogues	36	7	E-mails	31	6
Library Website	30	6	Online advertising	14	3
Website announcements	20	4	Advertisements	19	4
Booklets	15	3	Brochures	16	3
Direct mail	16	3	Phone	28	5
Giveaways	7	1	Leaflets	27	5
Newsletters	16	3	Print advertising	37	7
Published guides	22	4	Classroom instruction	19	4
Exhibits or displays	36	7	Face-to-face events	27	5
Training sessions	22	4	Workshops	33	6
Library tours	27	5	Social media	23	4
Total	**247**	**47**		**274**	**53**

Table 2: Percentage effectiveness of the techniques used to promote services and resources

Outreach service	**Rating**					
	Effective		**Ineffective**		**Somewhat effective**	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Catalogues	29	74.4	4	10.3	6	15.4

Library Website	35	87.5	3	7.5	2	5.0
Website announcements	27	71.1	9	23.7	2	5.3
Booklets	20	62.5	9	28.1	3	9.4
Direct mail	18	56.3	6	18.8	8	25.0
Giveaways	9	28.1	13	40.6	10	31.3
Newsletters	10	31.3	15	46.9	7	21.9
Published guides	18	47.4	16	42.1	4	10.5
Exhibits or displays	22	57.9	14	36.8	2	5.3
Training sessions	33	86.8	4	10.5	1	2.6
Library tours	19	47.5	13	32.5	8	20.0
E-mails	23	71.9	6	18.8	3	9.4
Online advertising	20	62.5	8	25.0	4	12.5
Advertisements	26	68.4	11	28.9	1	2.6
Brochures	29	76.3	8	21.1	1	2.6
Phone	24	75.0	7	21.9	1	3.1
Leaflets	24	75.0	8	25.0	0	0.0
Print advertising	18	56.3	11	34.4	3	9.4
Classroom instruction	19	59.4	11	34.4	2	6.3
Face-to-face events	33	86.8	3	7.9	2	5.3
Workshops	32	84.2	4	10.5	2	5.3
Social media	19	59.4	12	37.5	1	3.1

In terms of which techniques used were considered effective, 87.5% thought that Library website was *effective*. 86.8% of respondents thought that training sessions were an *effective* promotion technique, with 7.5% of respondents perceiving that library Website was an *ineffective* technique, and 5.0% a *somewhat effective* technique. 86.8% of respondents perceived that face-to-face events were an *effective* promotion technique, with 84.2% of respondents thinking that workshops were an *effective* technique, 10.5% *ineffective*, and 5.3% *somewhat effective*. Brochures were perceived as *effective* by 76.3% of respondents. 21.1% of respondents perceived that brochures were *ineffective* and 2.6% of respondents reported that brochures were *somewhat effective*.

Phones were perceived as *effective* by 75.5% of respondents. Leaflets were reported as *effective by 75.0% of respondents.* Catalogues were perceived to be *effectively* and *more effectively* used to promote library services and resources by 74.4%. 71.9% of respondents thought that e-mails

were *effective* and 18.8% of respondents thought that e-mails were an *ineffective* technique. Newsletters were thought *effective* by 71.1%, and 68.4% respondents thought that advertising was *effective*. Booklets were perceived to be *effectively* to promote library services and resources by 62.5% of respondents.

Classroom instruction was seen as an *effective* technique by 59.4% of respondents, 34.4% *ineffective* technique, and 6.3% a *somewhat effective* technique. Booklets and newsletters were perceived to be somewhat effectively used to promote services and resources by 62.5% and 31.3% respectively. Direct mail was perceived to be ineffective by 56.3% of respondents.

Position of respondent as a factor influencing perceived effectiveness of outreach techniques in the library

The study found that the position respondent holds positively and statistically influenced their perceptions towards effectiveness of the outreach techniques used as presented in cross tabulations below.

Results of cross tabulations

Tables 3a to 3g, below show the percentage scores predicting the effective approaches used to promote services and resources. Seven tables are used because there are twenty-one independent variables used in the analysis and the split is to enable the readers to understand the results as clearly as possible.

Table 3a: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	**Catalogue**		**Website**		**Booklets**	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	2.5	10	2.5	10
Library assistant	2.5	27.5	0	30	15	15
Researcher	0	15	0	15	15	0
Academic staff	25	17.5	27.5	15	17.5	25
Chi-square P-value	0.007		0.001		0.04	

From Table 3a above, results indicate that 12 (30%) of respondents indicated that the catalogue is not an effective technique for promoting the library services and resources. *However, the majority of them 28 (70%) indicated that this technique is the effective one in promoting library services.* Among all respondents, library assistants rated it higher (27.5%) followed by academic staff (15%) and lastly students (10%) in terms of being effective technique in promotion of library services. *The website was rated ineffective by 12 (30%) of respondents and effective by 28 (70%) of respondents.* 12 (30%) library assistants rated it effective followed by 6 (15%)

researchers and 6 (15%) academic staff. Only 4 (10%) students rated the website as being effective outreach technique for promoting library services. *The posters were rated ineffective and effective by 20 (50%) of respondents and 20 (50%) of respondents respectively.* In all case, the differences in ratings were statistically significant at 1% and 5% level of significance (p-values 0.007, 0.001 and 0.014) (Table 3a).

Table 3b: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	**Direct mail**		**Give away**		**Newsletter**	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	12.5	0	2.5	10
Library assistant	2.5	27.5	17.5	12.5	25	5
Researcher	15	0	15	0	15	0
Academic staff	35	7.5	32.5	10	32.5	10
Chi-square P-value	0.0001		0.125		0.015	

From Table 3b above, 22 (55%) of respondents indicated that the direct mail is an ineffective technique for promoting library services and resources. 18 (45%) of respondent reported that the direct mail is effective technique in promoting library services and resources. The relationships between position and direct mail is positive and statistically significant at 5% level of significant ($p = 0.0001$) indicating that there is a very big difference in perceptions of ineffectiveness of direct mail for promotion of library services and resources. It is not a tradition for the library to send direct mails to clients for promotion purposes. This could be the reason for this negative perception. 31 (77.5%) reported that give away is the most ineffective technique in promoting library services and resources. This was also not statistically significant at 5% level of significant ($p = 0.125$) indicating that respondents across all positions had similar perception on this outreach technique. Newsletter too was felt by most respondents 30 (75%) not to be an effective technique in promoting library services and resources. The library does not have a newsletter that could be linked to its website for promoting its services and resources. This might be the reason why most respondents feel it ineffective technique.

Table 3c: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	**Publishing guides**		**Exhibits (displays)**		**Training sessions**	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	2.5	10	2.5	10
Library assistant	10	20	2.5	27.5	2.5	27.5
Researcher	15	0	15	0	0	15

Academic staff	27.5	15	25	17.5	12.5	30
Chi-square P-value	0.016		0.001		0.3	

From Table 3c above, 22 (55%) of respondents indicated that the publishing guide is an ineffective technique for promoting library services and resources. 18 (45%) of respondent reported that the publishing guide is effective technique in promoting library services and resources. The relationships between position and publishing guide is positive and statistically significant at 5% level of significant (p = 0.016) indicating that there is a very big difference in perceptions of ineffectiveness of direct mail for promotion of library services and resources across respondents positions. It is not a tradition for the library to produce publishing guides to clients for promotion purposes. This could be the reason for this negative perception. *22 (55%) reported that exhibits (displays) is the most effective technique in promoting library services and resources.* This was statistically significant at 5% level of significant (p = 0.001) indicating that respondents across all positions (except researchers) had similar perception on this outreach technique. This positive perception might be due to the fact that almost there are displays of posters and leaflets in many areas in the library. *Training sessions too were felt by most respondents 33 (82.5%) to be the most effective technique in promoting library services and resources. It was however not statistically significant at 5% level of significant (p = 0.300) indicating that all respondents across positions had similar perceptions about its positive contributions to promotion of library services and products.* The library offers information literacy programmes regularly to academic, research staff and students. This might be the reason why most respondents feel it a very effective technique.

Table 3d: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	**Library tours**		**E-mail**		**Online advertising**	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	0	12.5	2.5	10
Library assistant	20	10	0	30	12.5	17.5
Researcher	15	0	15	0	15	0
Academic staff	15	27.5	27.5	15	20	22.5
Chi-square P-value	0.015		0.0001		0.042	

From Table 3d above, 21 (52.5%) of respondents indicated that the library tours are not effective technique for promoting library services and resources. Only 19 (47.5%) of respondent reported that the library tours are effective technique in promoting library services and resources. The relationships between position and library tours is positive and statistically significant at 5% level of significant (p = 0.015) indicating that there is a very big difference in perceptions of ineffectiveness of library tours for promotion of library services and resources across respondents positions. It is not a tradition for most university staff and students to make library tours unless they are seeking for a specific piece of information for certain assignments. This

could be the reason for this negative perception. *23 (57.5%) reported that e-mail is an effective technique in promoting library services and resources.* This was statistically significant at 5% level of significant (p = 0.0001) indicating that respondents across all positions (except researchers) had similar perception on this outreach technique. This positive perception might be due to the fact that every university staff and students are given e-mail alerts through the local area network by the library. Online adverts were felt by half of respondents 20 (50%) to be the ineffective technique and effective respectively in promoting library services and resources. *It was statistically significant at 5% level of significant (p = 0.042) indicating that respondents across positions had different perceptions about its contributions to promotion of library services and products.*

Table 3e: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	Advertisements		Brochures		Phones	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	2.5	10	2.5	10
Library assistant	12.5	17.5	0	30	15	15
Researcher	0	15	0	15	15	0
Academic staff	20	22.5	25	17.5	7.5	35
Chi-square P-value	0.168		0.002		0.003	

From Table 3e above, 14 (35%) of respondents indicated that the advertisements are not effective technique for promoting library services and resources. *26 (65%) of respondents reported that the advertisement is the most effective technique in promoting library services and resources.* The relationships between position and advertising is positive and statistically insignificant at 5% level of significant (p = 0.168) indicating that there is no difference in perceptions of effectiveness of advertising for promotion of library services and resources across respondents positions. It is a tradition for the library to produce adverts through leaflets, posters, and brochures to clients in the library. This could be the reason for this positive perception. *29 (72.5%) reported that brochure is the most effective technique in promoting library services and resources.* This was statistically significant at 5% level of significant (p = 0.002) indicating that respondents across all positions had similar perception on this outreach technique. It has been a tradition for the library to produce and distribute brochures to clients in the library especially during information literacy training sessions. This could be the reason for this positive perception. *Phones too were felt by most respondents 24 (60%) to be the most effective technique in promoting library services and resources. It was statistically significant at 5% level of significant (p = 0.003) indicating that all respondents across positions had very different perceptions about its positive contributions to promotion of library services and products.* There was very positive perception by academic staff 14 (35%), followed by library assistants 6 (15%) and students 4 (10%). Most staff and students nowadays own smart phones from which they can access online library resources and services by accessing the library OPAC where ever they are

without physically visiting the library. This might be the reason why most respondents feel it a very effective technique.

Table 3f: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	Leaflets		Classroom instructions	
	Ineffective	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	2.5	10
Library assistant	0	30	0	30
Researcher	15	0	15	0
Academic staff	22.5	20	35	7.5
Chi-square P-value	0.0001		0.0001	

From Table 3f above, 16 (40%) of respondents indicated that the leaflets are not effective technique for promoting library services and resources. *24 (60%) of respondents reported that the leaflets are the most effective technique in promoting library services and resources.* The relationships between position and leaflets is positive and statistically significant at 5% level of significant (p = 0.0001) indicating that there is a very different perception of effectiveness of leaflets for promotion of library services and resources across respondents positions. It is a tradition for the library to produce and distribute leaflets to clients in the library at the issue desk and during information literacy training sessions. This could be the reason for this positive perception. 21 (52.5%) reported that classroom instruction is ineffective technique in promoting library services and resources. This was statistically significant at 5% level of significant (p = 0.0001) indicating that respondents across all positions had very different perception on this outreach technique. It is not a tradition for the library to offer classroom instructions to clients except during information literacy training sessions. This could be the reason for this negative perception.

Table 3g: Respondents position as factor influencing perceived effectiveness of outreach techniques (%)

Position	Face to face events		Workshops		Social media	
	Ineffective	**Effective**	**Ineffective**	**Effective**	**Ineffective**	**Effective**
Student	2.5	10	2.5	10	2.5	10
Library assistant	5	25	2.5	27.5	7.5	22.5
Researcher	0	15	0	15	15	0
Academic staff	10	32.5	15	27.5	27.5	15
Chi-square P-value	0.631		0.171		0.007	

From Table 3g above, only 7 (17.5%) of respondents indicated that face to face events are not effective technique for promoting library services and resources. *33 (82.5%) of respondents*

reported that face to face events are the most effective technique in promoting library services and resources. The relationships between position and face to face events is positive and statistically insignificant at 5% level of significant (p = 0.631) indicating that there is no difference in perceptions of effectiveness of face to face events for promotion of library services and resources across respondents positions. It is a tradition for the library to meet face to face with clients who visit the library on every day basis. They are physically taught how to use the library OPAC and search for online information resources. This could be the reason for this positive perception. *32 (80%) reported that workshops are the most effective technique in promoting library services and resources.* This was not statistically significant at 5% level of significant (p = 0.171) indicating that respondents across all positions had similar perception on this outreach technique. It has been a tradition for the library to organize and conduct workshops on information literacy, grant proposal writing and other related workshops whenever grants are secured targeting researchers, academic staff and postgraduate students. This could be the reason for this positive perception. Social media were felt by not effective technique by many respondents 21 (52.5%) in promoting library services and resources. It was statistically significant at 5% level of significant (p = 0.007) indicating that all respondents across positions had very different perceptions about its positive contributions to promotion of library services and products. There was positive perception by librarians assistants 9 (22.5%), followed by academic staff 6 (15%) and students 4 (10%). Most staff and students nowadays own smart phones from which they can share or access online library resources and services by accessing the library OPAC where ever they are without physically visiting the library. This might be the reason why most respondents feel it a very effective technique.

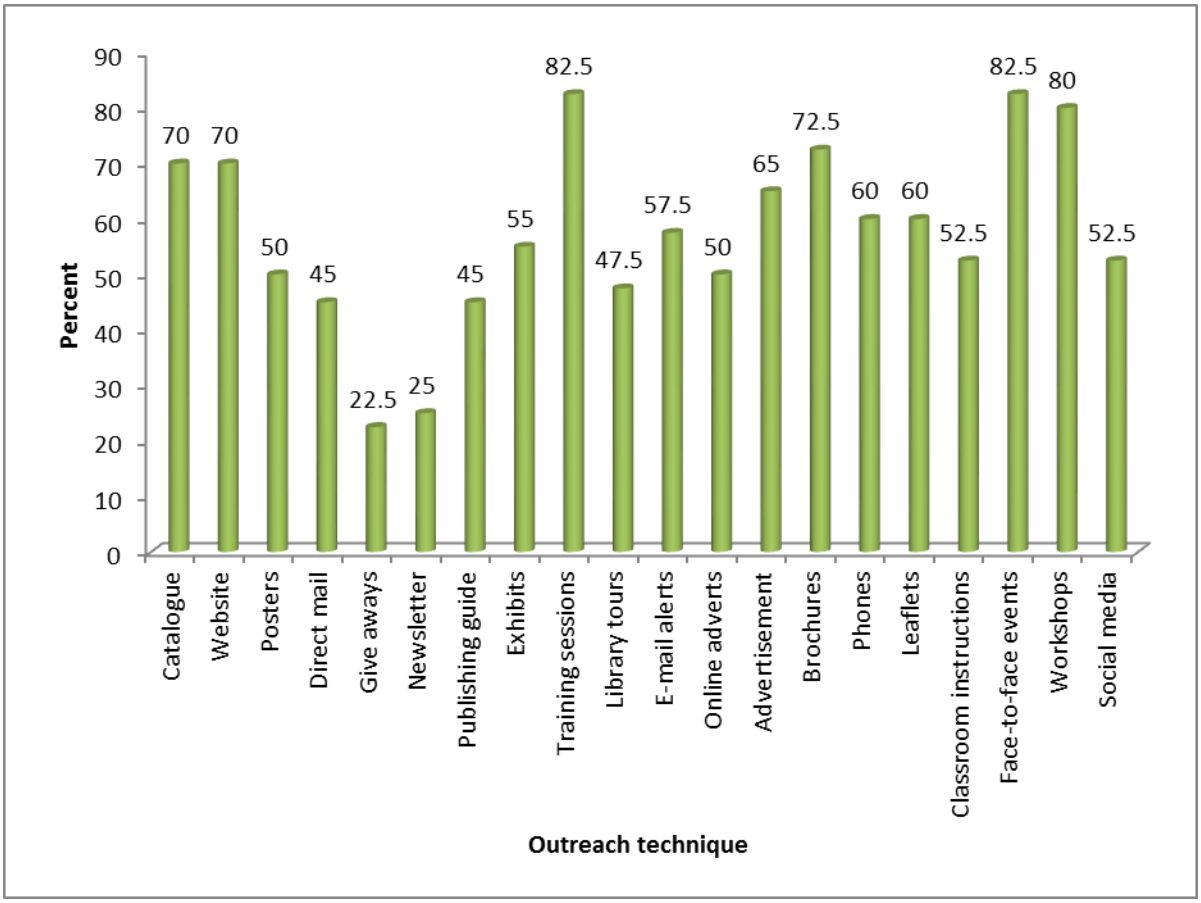


Figure 1: Summary on effectiveness of library outreach techniques as perceived by respondents

Discussion

It is evident that nowadays, academic libraries are facing several challenges including ongoing budget cuts for collection developments and the changing demands of learning, teaching and research. They have undergone a comprehensive and wide-reaching transformation in how they create, use and maintain scholarly materials, and have become providers of electronic resources as well as places in which physical collections can be accessed and used. This study has found that rigorous promotion approaches which will ensure that scarce resources and services are accessed and used by clients for the greatest impact to the community are and have been adopted in the Sokoine National Agricultural Library (SNAL). The continued use of these systematic techniques will improve visibility of the library, which will help to promote the value of the library and other similar libraries as well to their parent organizations. This study also confirmed that the effective ways to promote library services and resources to clients have been widely used in order to attract clients, generate non-user awareness and raise awareness of available services and resources, and positions of clients play a significant role in their perceptions of effective promotion techniques used in the library.

The results of this study show that respondents perceived that most of outreach techniques in especially the catalogue, *website, posters, exhibits (displays), training sessions, e-mail,* online adverts, *advertisement, brochure, phones, leaflets, face to face events and workshops*, were effectively, more effectively or most effectively used to promote library services and resources, and that the library in practice used a variety of these effective techniques to promote library services and resources.

The study found that website; e-mails and social media were highly used and perceived to be effective techniques for promotion of library services and resources. These findings concur with those found from studies by Garoufallou *et al.* (2013), Khan and Bhatti (2012), and Vasileiou and Rowley (2011) who said that a library Website is a representation of the library and an access portal to services, resources, and demonstrates the values of the library. It promotes easy to follow tabs to the library customer questions, allows users to have access to quick information via links to accessible information and caters for multi-levels of users. The usage of and positive perceptions for the social media techniques used indicate that the era when libraries were considered to be only a depository of information has passed and current libraries as interactive hubs where users gather to seek and share information and find entertainment have come into being. Social media (including Facebook, Twitter and YouTube) as the tools, platforms and applications that enable customers to connect, communicate and collaborate with others online are now often used by libraries in their promotion campaigns because social media can support user-generated content that can be distributed among the participants to view, share, and improve. As found by Polger and Okamoto (2013, p. 250), '*a large percentage of libraries (70%) are using social media to reach library users and non-users*'. SNAL for instance has created the "mkulima" You Tube and "mkulima" database link where farmers can access numerous repackaged materials on various research outputs in farming.

With regard to the event promotion techniques used, the high percentages demonstrate that *posters, exhibits (displays), training sessions, brochure, leaflets, face to face events and workshops* were the most effective promotion techniques. These promotion techniques used suggest the importance and effectiveness of 'human touch' and individual and group interactions. Academic libraries are expanding their provision of online information resources at an escalating rate. E-books, e-journals and streaming videos are replacing print books, journals and DVDs. Changes and innovations in accessibility of library services and resources necessitate the provision of more one-to-one conversations, classroom instruction, training sessions, workshops and face-to-face events for library users to know how to access and use services and resources effectively in their learning, teaching, or research.

The significant factors influencing respondents perceptions of the effective promotion techniques used were position one has. It was found that the website, the posters, exhibits (displays), training sessions, e-mail, advertisement, brochure, phones, leaflets, face to face events and workshops are the most effective techniques in promoting library services and resources and all of these were associated with positions of respondents (being either a student, library assistant,

researcher or academic staff).Thai is the likelihood that a promotion technique is most effective was significantly determined by respondent's position. These findings reveal a significant impact of ones position on the likelihood of effective promotion techniques used and suggest that, in practice, different techniques can be considered for outreach to different groups of people to help attain the effectiveness of promotion techniques used.

The results will allow a better understanding by librarians the perceptions of effective techniques used to promote services and resources. Librarians may use these results to reflect on various choices of promotion strategies. While promoting services and resources, librarians need to have a good understanding of client characteristics. In general, this will give them a better idea of what techniques they would be more likely to use in a given situation. For instance, the e-mail, online adverts and phones could be best suited for promotion to students, library assistant and academic staff respectively. Therefore, it is important for them to know the range of approaches, the approaches that are likely to be successful, approaches that best suit their libraries and the factors influencing the techniques used. Their choices of effective techniques depend on their own decisions and situations. Reviewing the characteristics of the situation and their favored techniques will help librarians adjust promotion behaviors to meet the needs of the situation.

The findings of this study will also help librarians analyse what library characteristics there are in their libraries, reflect on different options of promotion techniques, and balance the weight of library factors that significantly influence the techniques used, as shown by both quantitative and qualitative data analyses. The effective promotion techniques chosen depend on the situation. As the situation evolves, so should the techniques used. If students of library and information science are educated in these techniques and how to appropriately use them, they will have a better understanding of library promotion. This knowledge will enable them to understand various promotion techniques. The classes may be given in schools. Librarians may have workshops on this for future librarians.

Conclusion

This exploratory study contributes to the body of knowledge about various techniques used to promote library services and resources and the library marketing literature by examining in great depth the effectiveness of promotional tools used and the factors influencing the effective promotion techniques used. It has practical implications for how to effectively promote future services and resources and contributes to future researchers wanting to explore library promotional techniques.

This study found that respondent's position (carrier) played a significant role in perceptions of effective promotion techniques used in the library. The study found that one's position (carrier) was a significant predictor of perceptions of the effectiveness of the use of promotion techniques. It found that other independent variables such as number of different library professional positions and years involved in all library services and education level made no difference.

This study has demonstrated that librarians actually use a variety of effective techniques to promote services and resources. Academic librarians are facing a variety of challenges and

obstacles such as dwindling budgets, poor staffing, and expanding student enrollment without library expansion and so on. To meet challenges, overcome obstacles and win over competitors, librarians play a key role in effectively promoting services and resources and, as such, the role of academic librarians is crucial to ensure this happens. This study found that some librarians promoted services and resources using a variety of effective promotion techniques such as advertisements, face-to-face events, library catalogue and Website, brochures, leaflets and training sessions. Others use different, but still effective, promotion techniques such as social media, workshops, and published guides to promote services and resources. Based on the study, respondents came up with the following recommendations presented in Pie Chart below.

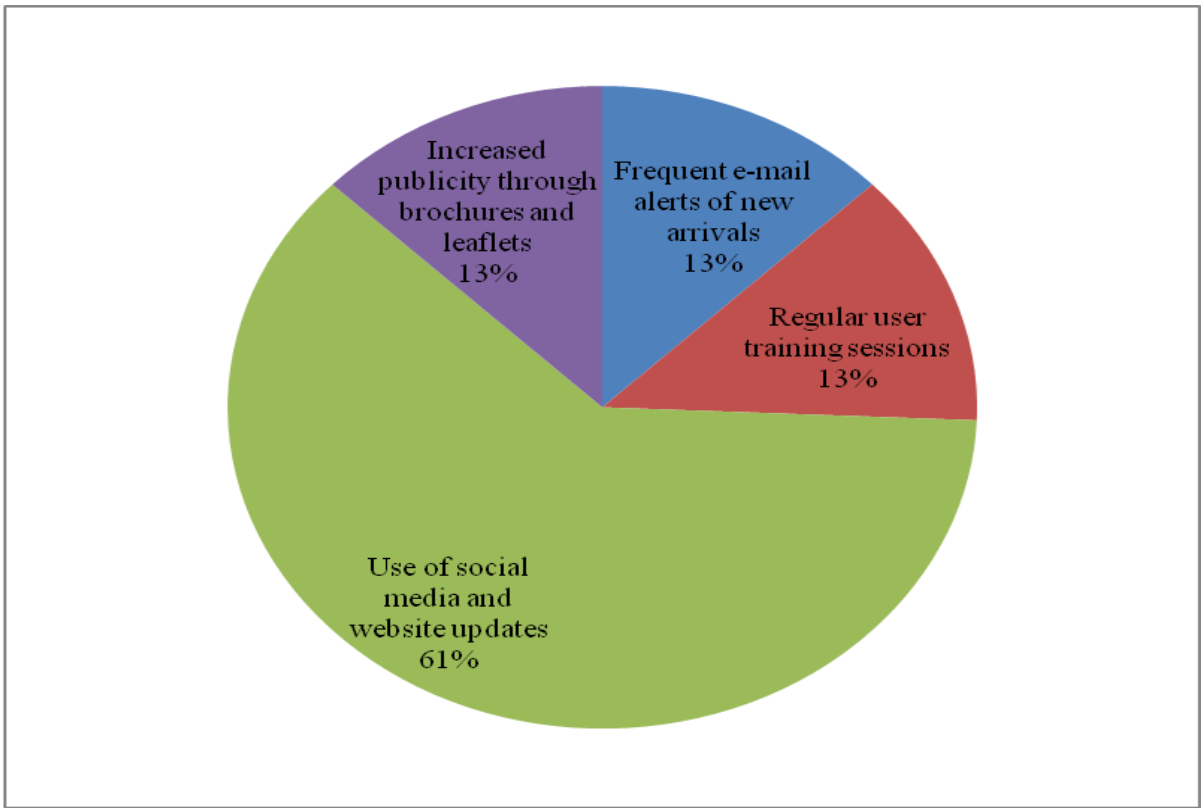


Figure 2: Opinions regarding improvements to promote library services and resources

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