

ENHANCING THE MARKETING APPROACHES IN SCHOOL RESOURCE CENTRES

Mohd Ruhaifi Ab Razak
Faculty of Information Management
Universiti Teknologi MARA

Abstract: *Purpose - "Guerrilla marketing" describes untraditional marketing strategies that target to achieve significant effects, with lower budget of marketing campaigns. This article aims to deliver an introduction to "guerrilla marketing" principles and discuss applying of this marketing approach for school resource centre's services.*

Keywords: *Guerrilla marketing, school resource centres*

INTRODUCTION

School resource centre has various names such as school library media centre, school library, media centre, resource centre, information centre, instructional materials centre and learning resource centre. School resource centre is a centre that collects and disseminates a variety of information in a number of individual rooms or buildings managed systematically by trained media personnel to provide various services to improve the quality of teaching and learning (Kassim, 1989). This term was also defined by Scott (2004) as a designated place that locate an organised collection of printed, audiovisual and computer resources which is administer as a unit, and makes resources and services available to students, teachers, and administrators.

THE DEVELOPMENT STAGES IN SCHOOL RESOURCE CENTRE

The earliest libraries were believed to exist in parallel with the development of civilization of Sumer, Babylon and Assyria, circa 3000 BC to 650 BC (Irma Indayu, 2005). During decades, library facilities are only focused on the needs of adults, until in 1862, when Manchester Public Library was become the pioneer on providing services to children (Chowdhury, 2008). According to Chowdhury (2008), Islington Central Library was open the first reading room

for children in 1906. For the first time, there is a place where children can independently choose and read books for themselves without adult guidance.

Growth in the number of school libraries was slow, but growth of the collections was even slower. In 1835, DeWitt Clinton as a New York's Governor began the pioneering work of the school library movement. Under his administration, schools allowed to use a few of their tax money to establish and maintain a library in their school. As a result, during the school year 1841-1842, more than 200,000 books were added in the school district libraries (Morriss, 2004). Morriss add that Mary Kingsbury is the first professionally trained school librarian, in 1900. The activities were rapidly outgrowing a single reading room and new facilities were built that included a librarian's office or workroom. School libraries continued to develop slowly. The impetus to expand secondary school libraries accelerated in the mid-1920s, when regional accrediting agencies specified a high school library with a trained librarian as a requirement for all schools seeking to be accredited by their associations. Although elementary school library standards were published in 1925, not many elementary schools had libraries or librarians. The books were kept in individual classroom collections.

Several events in the early 1960s had a significant impact on the expansion of school libraries and the initiation of the concept of elementary school libraries in the United States (Woolls, Blanche, & David, 2005). The first was the completion of Standards for School Library Programs, which updated School Libraries for Today and Tomorrow, published in 1945. Immediately following the publication of the 1960 Standards, the American Association of School Librarians (AASL) received a grant from the Knapp Foundation to assist in the development of school libraries. Another event that affected development of school libraries was the publication in 1964 of a report for the United States Office of Education showing that fewer than 50% of U.S. elementary schools had libraries. The report attracted the interest of private industry and additional materials were prepared to bring the plight of school libraries to the attention of the public. The lobbying efforts of the American Library Association's Washington, D.C., office and the concentrated efforts of key school librarians across the country resulted in passage of the Elementary and Secondary Education Act (ESEA) in 1965. Funds were placed in Title II specifically to purchase library materials. Nearly 50 years after ESEA Title II, many changes have occurred in school resource centre. Federal funding guidelines were rewritten and categorical restrictions lessened.

SCHOOL RESOURCE CENTRE'S SERVICES

School resource centre's services have provided a variety of learning opportunities for both groups and individuals. It focusing on facilities and improving the learning process, with emphasis on academic content, information literacy, inquiry and the student (Morris, 2004). According to Woolls (2004), there are four components of school resource centre programmes, namely personnel, materials, equipment and facility.

Nowadays, teacher librarian as a manager and assisted by the student librarians, need to provide and properly coordinate their services. It is because the school resource centre as an essential room where teachers, students, staffs and administrators use it for doing reading, research, and meetings, and provide comfortable and attractive environments. The clients of school resource centre have similar needs for safety, security, and a friendly environment in which to operate. In general, these are all the services offered by the school resource centre, and that is why it established.

The resources and services provided by the school resource centre have naturally focused on the needs of students. According to Prozano and Prozano (1999), students' need can be divided into two types. First is related to formal academic learning, and secondly is related to daily living needs of students. It includes reading, listening, interact with media, learn and practice skills, create and modify media, obtain instruction in media utilisation, obtain guidance in selecting and using media, interact with peers, teachers, school resource centre staff, and opportunity to function as an individual or a member of a group. However, they add, it is crucial to teacher librarian to notice that students may not be able to articulate their needs. This scenario forces the school resource centre to establish essential services.

At present, the effectiveness of the resource centre is extremely dependent on the skills of trained teachers of library and their sensitivity to the needs of the learning environment required by students. School resource centre has a primary goal that continues support educational goals and priorities through diversity media resources, and services are most appropriate. Therefore, the school resource centre and teacher librarian must be more focused to provide adequate services that connect to the students learning needs.

School resource centre operates in an organized and efficient procedure for the purpose of fostering reading habits, information literacy and lifelong learning in line with the National Philosophy of Education (NPE). More than that, current curriculum began inserting elements of information literacy as part of the necessary skills applied by teachers to their students. It has brought library and information services into the centre of the learning process and reaffirms their vital role in the effective delivery of the curriculum (Kinnell, 1992).

THE PROBLEM

While student can easily access the Internet service, using multiple range of learning material collection, and learning the information skill with the guidance of the teacher librarian, there are students who are not aware and respond actively to the functions and services provided by the school resource centre. It support by Haycock (2011) in his study that school library usage was higher in public schools with high students performance compared than with public schools with low student achievement. As an addition, study by Goodall (2011) at the university level, shows that the students have low usage of the library services. There are substantial numbers of students that have never borrow a book, use the electronic resources nor neither visit the library. This research showed the students are lack of awareness in terms of using the services that their school resource centre provides, although it can help them to enhance their academic achievement.

Make students in learning mean not only can be achieved based on their visit to the school library only. They must also know the information needed and have the skills or comprehension skills to accomplish the tasks assigned to them (Williams & Wavell, 2001). Therefore, school resource centre has played a pivotal role in providing appropriate services to help students to improve their skill to achieve high performance in academic. School resource centre as a teaching facility that supported the curriculum and included a strong technology infrastructure (Subel, 2007).

In this digital era, large amounts of information can be transmitted electronically, allowing users to capture, send, copy, and manipulate information to easily create new works (McMinn, 2011). Students tend to using search engine like Google to get the input for their assignment and to get information about everyday life. Cofounders of Google, Larry E. Page

and Sergey Brin have long declared that their mission is to “organize the world’s information.” Google is moving to digitize the world’s libraries, to offers all comers free voice calls, to provide satellite images of the world, and perhaps to give away wireless broadband service to millions of people. Google really seems to believe that it can make every bit of information available to anyone anywhere, and direct all those bits-whether text, audio, or video-through its computers before they hit users’ brains (Elgin, 2007). Diamond and Oppenheim (2004) emphasize that Internet provide raw data consistently and easily to access it, however with questionable reliability. However, student are not concerned about the source of the information they found, as long as they can accomplish the assignment given.

Edzan and Mohd Sharif (2005) stated that students must obtain the information in ethically way. However, most teacher librarian are not aware that their facilities planning can give impact on copyright compliance. In this situation, physical or virtual design can inhibit or encourage compliance, or even help police it. Placement of and access to equipment, traffic patterns, signage and student workspace all may affect copyright-compliance behaviour in school libraries (Harper, 2007).

Maryam and Diljit (2011) warn that many educators and school administrators did not recognise librarians as partners who can help to instruct information literacy skills and research strategies to their students. Worse than that, they are averse to incorporate information literacy into the curriculum. In contrast, teaching information literacy to the students today, is even more important in academic environments than ever. Thus, as an information professional, we need to create effective marketing plan for school resource centre to it survival. More importantly, we need build a marketing plan that embrace the whole functionality of the school resource centre as a main educational resource for its clients.

MARKETING THE SERVICES OF SCHOOL RESOURCE CENTRE

Today, teacher Librarian should give serious attention in marketing their library and its services. It is becoming more important than ever (Cassel, 2006) to attract our user to use the services into optimum level. Official definition of marketing used by the American

Marketing Association (2007) is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

In terms of information professional perspective that more suitable to the librarianship field, marketing is the process of determining the user communities' wants and need, developing the products and services in response, and encouraging users and potential users to make use of the products and services (Johnson, 2009). Appropriately marketing the school resource centre builds a proper image and encourages proper use on its services. Teacher librarian can create affirmative attention to the school resource centre programme when they are affordable to understand, plan and implement successful marketing strategies. This article suggests guerrilla marketing approach as an alternative for the teacher librarian to run their school resource centre.

“Guerrilla marketing” term was introduced by marketing expert, Jay Conrad Levinson in 1984 and can be defined as the implement of unconventional marketing tactics that design to extract the maximum exposure, attention and results for minimal use of resources (Ashwin, 2006). Teacher librarian as a mastermind for school resource centre run effectively in today's challenging atmosphere, can apply the spirit of guerrilla soldier in warfare. Levinson, Adkins and Forbes (2010) in their book entitled “Guerrilla marketing for nonprofits: 250 tactics to promote, recruit, motivate, and raise more money” provide a clever definition for the guerrilla marketing player as a warrior with conventional goals that uses unconventional means to achieve them. They also suggest that guerrilla marketing approach is suitable to small organisations that lack of money, but ready to exchange with their time, energy, information and imagination.

What to Market

Firstly, teacher librarian need to know and determine what type of services that should they do marketing on it. It is clear that the primary commodity of any school resource centre is its services and the secondary commodity is the collection itself. Students as an individual can differ on many characteristics, including age, sex, interests, needs, ethnic origin, and lifestyles (Suzanne, 2004). Wools (2004) suggest that marketing plan should be developed to market the followings:

1. The services that are most often requested by the users.
2. The services that fulfil the users need, although they do not aware of it.
3. New services that should be provided and will be used if an area of interest is develop in teachers and students.
4. New materials and databases added to the existing collection.
5. New equipment available for use in the SRC facilities or classroom.
6. Special collections available for teachers and students.

Guerrilla Marketing's Golden Rules

Jay Conrad Levinson (1993) that known as father of guerrilla marketing approach was write its fourth book in this area entitle "Guerrilla marketing excellence: The fifty golden rules for business success." In this book, the author brought out the golden rules to guide marketer thinking, effectiveness, marketing materials and actions.

Golden Rules to Guide Our Thinking

Marketing for guerrilla followers is significantly different from usual human activities. Teacher librarian must patiently do marketing works on their lofty goals with applying exemplary manner. As a great marketing practitioner, teacher librarian should realise there is no obstacle they cannot surmount. They need to understand that the nature of most human being that like for doing things fast and get save as much time as possible not one of the option for the guerrilla marketer.

There are several questions emerged when we want to advertise the school resource centre's services to the targeted crowd. Teacher librarian need to think what the words suitable to put it, what benefits that we want show off, how to do it best and what would the great marketer do? To solve these questions, they may go visited to the admitted excellent school resource centre, and examining how they advertise. Then, noted the best words, phrases and the unique claims before reasoning that these were successful operations. Of course the success story do not happen instantly, but it will happen consistently, parallel with the noble behaviour namely patient.

School resource centre should have the ability to accurately define their precise audiences for each of its services. In order to precisely define the market, teacher librarian must focus on their services key groups by doing a research narrowly about them. It is important for an example to study students as the main customer, with gain the answers for several focuses queries. What the type of material that read and needed by the students? What programs do they attend in enhancing their academic skill? What communication channel do they respond to? How did they first know about each of the school resource centre's services? Finding the answer why some of the existing customer continuously use the services and why the rest choose to stop using it? Foremost, it is critically to knowing what are their problems? Studying these answers will help to define the market. They will show a clear picture of school resource centre's business, using truly insight view. Then use the information to communicate with existing costumers and potential users. Continuously convince the users that the school resource centre's services have ability to solve their problem. After all these, school resource centre has responsibility to fulfil the promises to the clients and the amazing result will appear. The power of word of mouth among the satisfy users are ultimate advertising weapon that school resource centre can get as a gratification, to attract more users to use its services. The rest, teacher librarian just need to maintaining precision with these method to keep an accurate aim at the market and minimize waste of the marketing budget and precious time.

It is critical to gear the marketing to user already in market, and notice what they really need. Consistently showing the benefit provided to the group of users who want using services on that time. Students want services that suit to their need, and our marketing approach show that these types of services are available and desirable. As a bonus, the students appreciate being steered in the right direction. It is because we gave them exactly what they was looking for namely information, benefits, and importantly a place to get for it. Guerrilla marketing work with hit the targeted audience right between their eyes. They feel that our ad is talking to them and not in general manner.

Guerrilla marketer position their organisation to offer the services as solution to the users problems. Libraries no longer can operate in traditional environment as a "come and get it". In term of marketing, library users can be segmented in various ways like their age, field of study, specific need, lifestyle and educational level (Schmidt, 2007). It help teacher librarian understand their users and the services they need. Schmidt (2007) state that today students are

accessing and using information in very differently way. They expect integration of digital content and think can receive all information their need just through Google search engine. Teacher librarian job is to spot those problems through networking they have. Use this medium to asking questions, listening attentively to the answers, and keep the marketing radar attuned to the presence of problems. Once the problems are recognise, teacher librarian can contact the future client and talk about solution. It means we need to promote the benefit of using the services. Marketing effort should highlight users problem and then offer the services as the ideal solution. However, do not claim that school resource centre can solve any problems. It will ruin organisation credibility and it primary focus.

Consistently display organisation appreciation to the users by trying to assist them with consistent follow up. Serve the user as a very special person, because he or she has selected our services on purpose. Always attempt to improve their lives with valuable advice, and provides the new programs and services. All these can be done by staying in touch and avoid apathy behaviour after giving the services. We can apply guerrilla techniques to demonstrate appreciation by sending a thank you note within 48 hours of the books loan, for an example. It will be more impressive and memorable if this action can be done in 24 hours, considering the guerrilla take action as soon as possible.

Teacher librarian need to design the school resource centre to serve for the convenience of the users. Guerrilla marketing practitioners realise that users do not like waste their time to find out from the thousands of material collections that suitable to their needs. Thus, school library manager has got to cater their goal. One of the solution is consistently publish a catalogue or brochure for new materials or services via online and offline channel. Improve our service in term of convenience by visit others successful school resource centre and observe if they are doing anything that you are not doing to save students and teachers' time. Do not bother to asking users what we can do to provide more convenience experience to them and we can profit from the information. Think as a user and not as information provider.

Promoting new services require us to enthusiastically announce that they are current and clearly describe why they are needed. The aim of introduce a new services is to get the positive impression on the targeted users. Thus, the school resource centre' services need to action as a cure, easier to access and timely. The main part of that, the new services offers must be equip the users need. In practice, teacher librarian usually use the words new,

introducing, finally and announcing in its marketing materials. However, be careful to not undermine the school resource centre's credibility. Introducing new services is a special art and not similar as a standard marketing.

Golden Rules to Guide Our Effectiveness

Let revise the main component in our current marketing advert. Does it tend to style or substance? While style element are needed to deliver school resource centre identity and suck the attention of the school community, substance help marketing effort in highlighting the essential points and encourage the users. For sure the guerrillas do research and know exactly who needs the benefits of its services. The main concept in marketing the services should be focus on its substance first and follows by style. That means, the advertise audients remember the substance more than the style.

According to Singh (2009), in the library user's point of view, marketing effectiveness of the library services were surrounding in the areas namely accessibility of services and products, study environment, equipment, usefulness of collections, condition of collections, customer-centeredness of services, staff attributes, customer appreciation, and overall quality.

The users need to feel interest with the services provided, and gaining their attention is the first step to achieve it. School resource centre's marketing not only functioning to receive its crowd attentions, but also critically to bring it into the right element of the marketing. Ideally, the service will gain attention for itself because of the benefits it offers. The benefits should clearly show its capability to enhance the user's life. The bottom line is, people only read, listen and view what interest them. Meaning, teacher librarian has got to do everything in their power to interest the users. Guerrilla marketing approach guide us for not to advertise to everyone. Instead, our task is to focus the service's message and limit the market to someone.

Users will remember the cleverest part of the marketing namely service itself. Make sure the service is what's actually being clever, not some outside entity. The guerrilla avoids anything that will be more interesting than its service, and just focus on their main benefit. Marketing in term of guerrilla application, should be surprising in its message, be clear about the prime benefit, involve the reader or viewer, challenge curiosity, command action, and let the users think. Marketing can be superb in every way without being clever. Remember, the main

purpose of the school resource centre's marketing is to create a powerful desire for students to use what are offering, and not to entertain and win meaningless accolades.

Guerrilla accepts that users love a bribe. Bribe in this manner, refer to a gift given to a prospect or existing customer to encourage a response to a marketing offer, or to intensify a relationship. The more polite term for bribes is advertising specialities. In marketing apply, bribes are given for free and offered for free. Bribes effectively used to increase name awareness, thank users, introduce new services, and encourage people to act. However, we should not waste the money if we do not already have a bright clear goal for the bribe.

Marketing expense can be changed to the worthy investment, if we do it correctly. The two biggest mistakes in marketing are spending too little and spending too much, that guerrilla make neither mistake. Always do experiment and test the marketing plan. As a result, we get the proven and solid method to run effectively the marketing of school resource centre and its services. Do not worries to do mistake in experiment, although it would be an expensive failure. Guerrilla is train to be patient and willing to experiment before committing.

Have knowledge about guerrilla marketing approach but do not spend enough time to practice it, is considered as waste the valuable information. The worst part is, our services visibility will decrease and maybe vanish at all in the eye of our customers. This scenario usually appears when the organisation do not pay much attention to implement marketing activity and at the same period do not have employee that expert in this task. As a solution, we need to train teacher librarians using variety of mediums like books, seminars and courses that can provide them to the realistic information about marketing and becoming strongly guerrilla practitioner. Honestly, marketing job does take valuable guerrilla's time. There are three part of time that guerrilla need to work on it namely maintaining the marketing efforts, tracking the marketing efforts and developing improved marketing efforts. The teacher librarian that take the responsible as guerrilla marketer, is the person that should be active and energize school resource centre marketing.

Golden Rules to Guide Our Marketing Materials

It is compulsory for teacher librarians to identify their marketable competitive advantages, then concentrate to stress it in the marketing efforts. If not have one, be productive to produce this ultimate weapon for guerrilla. For school resource centre, the validity and precision of its resources is their competitive advantage. School resource centre have a right to mention its competitor's name when intend to making comparisons on it. Example, "Are you tired using Google for precise and valid materials in completing your assignment? Don't worry, school resource centre' database will safe your day." Next step is surrounding to make our competitive advantages as the prime topic on ads, brochures and maybe slogan. This process rely on five principles namely clarity, uniqueness, desirability, believability and motivation. As an addition, there are five question can be ask to get more clear vision. First, teacher librarian need to know that their targeted users will look it as an advantage or not. Second, is this different from what competitors offer? Third, will student honestly benefit from this advantage? Fourth, will they believe school resource centre statement about the advantage? Lastly, does this advantage motivate them to use now or soon? If the answers for all this question are positive, teacher librarians can stick on current competitive advantage as one of their marketing weapon.

Nine over ten of our time in do creating an ad, guerrilla marketing approach suggest we use it for create a powerful headline. For ads, signs and pamphlets, the proper headline dictates our positioning in the mind of our users. One of the formula to create a marvellous headline is to give our ads readers the exclusive feeling. Touch their emotions. An emotion is defined as a state of psychological arousal with cognitive aspects that depend from the specific context (Consoli, 2009). They like the ads that just focus on their own problem only. Guerrilla marketer must avoid waste their time produce headline that target the audience in general, and not as an individual.

Peoples in marketing field admit that the great idea can grasp their customers' attention when using great words on it. It is not surprise those words not consciously aware for amateur, and how to apply it successfully. Publish the right thing using the unsuitable words is waste of our time and money. Fortunately, as a guerrilla marketer, teacher librarian has supplied with these magic words. For an examples are words of new, you, introducing, fun, safe, love, benefits, comfortable and results. The words have function to describe what users need for

that time they read the ads. It can encourage users to stick on what they read because the fact is, it offer benefits that people are looking for. Remember, one word can make a big different in the marketing result, if we choose and use it accurately based on guerrilla style.

In 1973, Bandura suggested that if the ads is colourful and dramatic, attractive, prestigious, appears to be particularly competent, people pay more attention. At the library, we can practice it in our advertising programmes. As an example, we can produce a banner that show a group of people smile and feel happy when they use library services.

The users appreciate the service providers that afford to treat them as a human being, as they are. Use the information from interacting activity with users to serve their needs and to save their time. When asking question, add humanity values like be a good listener to our users feedback, and always show that we are serious to provide them a needed services. The main idea is to be easy for users to do business with school resource centre. A heartiness humane approach will motivates user to become a regular customer and to give school recourse centre's services good word of mouth. Students will be amazed when teacher librarian treat them like human beings rather than as a commoner. Of course it is not an easy task. Teacher librarian has to collect the information about the students' needs, desires, problems, goals and the things that their likes or dislikes. Our marketing should be orient to users thinking and not ourselves. That is really what humanity is all about.

Golden Rules to Guide Our Actions

Prove for school resource centre is dedicate to its services can be reflected on how it really care about their users. Teacher librarian can use guerrilla's ways to express to users that they sincerely care. Make a principles outline of school resource centre's customer service, is a good starting point. Proving care require paying attention to the details. Designing school library physical layout for efficiency, clarity of signage, lighting, handicap students accessibility, and simplicity. Think in terms of educating the users by showing them how to use our services, in the way that they can cop it. Show the appreciation to the users with listening and take action to their complaints. It is how guerrilla works. One-to-one communication is seen by many libraries as a potent tool, for creating awareness of their services (Lonsdale & Armstrong, 2010).

Guerrilla marketing gets in action based on its calendar. They have one full year of well marketing planning, include loaded with marketing tools and cost of it. At the end of the year, do evaluating on all of that. Every guerrilla has trained to choose quality and economy rather than speed, when they need to choose attribute to implement it into their marketing effort. It is sin for guerrillas to reducing the quality of their marketing. Teacher librarian should maintain the marketing quality while find the smart way how to do it economically. There is no rush element to complete the task because guerrilla scheduling the future, to get interest from both economy and quality.

CONCLUSION

Guerrilla marketing approach is very suitable to be implemented at any kind of school library that have a problem with their users behaviour such as not interested to get the information from library services. The librarians need to find out the successful library that can be a model for them. Once the mission accomplish, the librarian need to practice it, what they get from excellent library. In guerrilla term, it is called spying. In our case, not just spying our competitor, but also learns from the best practitioner.

Then, the teacher librarians need to create one model, instruction, manual or others, to be followed by users. When users show the behaviour that fulfil our prediction, we should improve more our services as a reward for their new action. As a librarian, our job to make sure our customers can access knowledge that they need. Using a guerrilla tactics, we can learn more our users need and behaviour and take action to it to provide a good school resource centre's services.

REFERENCES

- American Marketing Association. (2007). *Definition of marketing*. Retrieved December 7, 2011, from American Marketing Association Marketingpower: <http://www.marketingpower.com/AboutAMA/Pages/DefinitionofMarketing.aspx>
- Ashwin, A. (2006). Guerrilla marketing. *Teaching Business and Economics* , 10 (3), 5-7.
- Bandura, A. (1973). *Aggression: A Social Learning Analysis*. Englewood Cliffs, NJ: Prentice- Hall.
- Cassel, Kay Ann (2006). *Reference and Information Services in the 21st Century : an Introduction*. New York : Neal – Schuman.
- Chowdhury, G. G. (2008). *Librarianship an introduction*. London: Facet Publishing.
- Consoli, D. (2009). Emotions that influence purchase decisions and their electronic processing. *Oeconomica* , 11 (2), 996-1008.
- Diamond, W., & Oppenheim, M. R. (2004). *Marketing information: A strategic guide for business and finance libraries*. New York: Haworth Information Press.
- Edzan, N. & Mohd Sharif. (2005). Nila : A National Information Literacy Agenda forMalaysian. *Malaysian Journal of Library & Information Science*, 10 (1), 91-103.
- Elgin, B. (2007). Marissa Mayer: Managing Google's idea factory. In S. J. Adler, *Marketing power plays: How the world's most ingenious marketers reach the top of their game* (pp. 109-118). New York: The McGraw-Hill Companies.
- Goodall, D. & Pattern, D. (2011). Academic library non/low use and undergraduate studentachievement: A preliminary report of research in progress. *Library Management*, 32(3), 159-170.
- Harper, M. (2007, January/February). How physical design can influence copyright compliance. *Knowledge Quest* , 30-32.
- Haycock, K. (2011). Connecting British Columbia (Canada) school libraries and student achievement: A comparison of higher and lower performing schools with similaroverall funding. *School Libraries Worldwide*, 17 (1), 37-50.
- Irma Indayu, O. (2005). *Panduan mengurus perpustakaan*. Selangor: PTS Publishing Sdn. Bhd.
- Johnson, P. (2009). *Fundamentals of collection development and management*. UnitedStates: American Library Association.
- Kassim Abbas (1990). *Pusat sumber sekolah: struktur dan organisasi*. Kuala Lumpur: Utusan Publication & Distributors Sdn. Bhd.

- Kinnel, Margaret (1992). *Learning resources in schools*. London: Library Association Publishing Ltd.
- Levinson, J. C. (1993). *Guerrilla marketing excellence: The fifty golden rules for business success*. London: Judy Piatkus Ltd.
- Lonsdale, R., & Armstrong, C. (2010). Promoting your e-books: lessons from the UK JISC National e-Book Observatory. *Electronic library and information systems*, 44 (3), 185-206.
- Maryam D. & Diljit Singh (2011). Integration of information literacy into the curriculum: A meta-synthesis. *Library Review*, 60 (3), 218-229.
- McMinn, H. S. (2011). Library support of bibliographic management tools: A review. *Reference Services Review*, 39 (2), 1-43.
- Morriss, B. J. (2004). *Administering the school library media center*. Westport: Libraries Unlimited.
- Prostano, E. T. & Prostano, J. S. (1999). *The school media center. Fifth edition*. United States: Libraries Unlimited, Inc.
- Schmidt, J. (2007). Promoting library services in a Google world. *Library Management*, 337-346.
- Scott, L. (2004). *School library media centers: Selected results from the Education Longitudinal Study of 2002 (ELS:2002) (NCES 2005-302)*. Washington, DC: U.S. Government Printing Office.
- Singh, R. (2009). Does your library have a marketing culture? Implication for service providers. *Library Management*, 30 (3), 117-137.
- Subel, S. (2007). Facility design as an agent of learning. *Knowledge Quest*, 35 (3), 38-41.
- Williams, D. & Wavell, C. (2001). *The impact of the school library resource centre on learning*. Aberdeen: The Robert Gordon University for Resource The Council for Museums, Archives and Libraries.
- Woolls, Blanche, & David, V. L. (2005). *The whole school library handbook*. Chicago: American Library Association.
- Woolls, B. (2004). *The school library media manager*. United States: Libraries Unlimited.