Digital Resources in dlr Libraries: Their Awareness and Usage Amongst Library Users

Dissertation submitted in part fulfilment of the requirements for the degree of
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Declaration

Declaration: I, John Mangan, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School’s academic honesty policy.

Signed: John Mangan

Date: 21/08/2017
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I would like to thank all who selfishly took the time to participate in the questionnaire for this research. Your generosity is greatly appreciated.

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Abstract
There is little research in the field on the digital resources of public libraries in Ireland. This dissertation seeks to examine these resources in the context of one public library authority, Dun Laoghaire-Rathdown Libraries. It investigates the level of awareness of the service amongst library users, the level of usage of the service, the level of satisfaction that users have of the service and the demographics of the users of the service.

Primary data for the research was collected by means of a self-completed questionnaire that was distributed online, via the library’s e-bulletin and social media accounts as well as physically in dlr Library’s eight branches. A total of 107 responses were obtained.

Results of the questionnaire showed a high awareness of the services amongst library users and a relatively high usage. Younger library users utilised the service the most with usage being less common amongst older users. Users of the service were largely satisfied with it, the most dissatisfaction coming from cumbersome account setup procedures.

The dissertation showed that better promotion of the digital resources in public libraries should lead to an increase in usage, particularly amongst younger library users, and that there is a demand for instruction classes amongst older library users on how to use the service.
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1. Introduction

1.1 Aims of the proposed research

In the course of my proposed research I aim to answer the following research question:

What is the awareness and usage habits of Dun Laoghaire-Rathdown Library’s digital resources among the libraries’ active users?

Typically, digital content refers to information that can be downloaded or distributed by use of electronic media (Mullan, 2011). In the case of the Dun Laoghaire-Rathdown Libraries (dlr Libraries) the content under consideration for the proposed study consists of e-books, e-audiobooks, e-newspapers and e-magazines that are accessible via the libraries’ web pages. dlr Libraries provide other kinds of digital content to its users, such as online courses and reference materials, but I have decided to narrow the attention of the proposed study to the digital content elements mentioned above to give it better focus.

In answering the given research question I aim to achieve the following research objectives:

1. Discover the level of awareness of dlr Libraries’ digital resources amongst its users.
2. Discover the level of usage of dlr Libraries’ digital resources and the usage habits of those users.
3. Discover what the level of satisfaction is with the service amongst its users.
4. Discover what is the demographic make-up of the users of dlr Libraries’ digital services, based on age and gender, and how this compares to that of active library members as a whole.

1.2 Background

As Part of its Strategy for Public Libraries 2013-2017 the Local Government Management Agency (LGMA) outlined as one of their aims the increase of national and local digital collections (Department of the Environment, Community and Local Government, 2013, p. 8). Its Action Plan included a plan for national access to a digital library. By January 2016 this
plan had been realised with all library authorities in the country providing access for their users to the BorrowBox service, a digital e-book and e-audiobook lending service. According to an article in the Irish Times, by June of 2016 just 5000 library members, out of a national total of 900,000 had accessed the service (Bracken, 2016). The head of libraries development in the LGMA, Annette Kelly, has said that she expects this number to rise once the service is promoted further. The likelihood of this happening may be determined by studying the awareness and usage of the digital library collections in dlr Libraries as they have hosted digital collections, including e-book and e-audiobook services, since 2009 (O’Malley, 2011), many years more than most other public libraries in the country.

With the launch of a national digital library service in 2016 now seems an appropriate time to evaluate the success of digital library collections in dlr Libraries, how aware of the service the general library using population, the extent to which it is used by the public, how satisfied its users are with the service and what is the demographic makeup of those users.

1.3 Recipients for Research Identified
The research in this dissertation should be of great interest to those involved in the management of public libraries in Ireland. The information should be of value in the formulation of strategic plans for the future of digital resources in public libraries in Ireland. Decisions on the building of digital collections, promotion of services and how to improve users’ experience will be aided by the research.

1.4 Suitability of Researcher for the Research
The researcher has worked professionally for Dun Laoghaire-Rathdown Public Libraries for the past ten years as a library assistant. In this capacity the researcher is particularly familiar with dlr Library’s digital resources as well as with the needs, wants and expectations of the users of dlr Libraries.

2. Literature Review
2.1 Introduction
A literature review was undertaken in order to provide context and a theoretical framework for the research (Saunders et al., 2012, p. 70). This involved a thorough reading of the literature that’s currently available in the area of digital resources in relation to libraries. In the course of the literature review knowledge gaps emerged which helped to inform the direction of the research for the dissertation.

In the context of public libraries, the key areas of interest that emerged were awareness of digital resources, usage of digital resources, satisfaction with digital resources and the demographics of the users of digital resources. This chapter will first take a general look at dlr Libraries and their history with digital resources as well as the position of public libraries in the digital age and the rise of the e-book to provide context before exploring the four key areas mentioned. Lastly the relevance of the dissertation in relation to the literature will be discussed.

2.2 dlr Libraries and Their Digital Resources
dlr Libraries are the local authority public library service for Dun Laoghaire-Rathdown County Council. They have eight branch libraries serving the educational and recreational needs of all who live, work or study in the Dun Laoghaire-Rathdown area. They currently have a membership of approximately 58,000 (Dun Laoghaire-Rathdown Libraries, no date).

Digital resources have been a feature of dlr Libraries’ service since 2009 when they launched an e-book lending service on their website (O’Malley, 2011). The first of three goals set out in dlr Libraries’ Development Plan 2016-2020 is connecting and empowering people and one of the means by which it aims to do this is through technology and the virtual library (Dun Laoghaire-Rathdown, 2016, p. 22) so for dlr Libraries’ digital content has continued to be a priority. Potential access to dlr Libraries’ digital resources is particularly high with 86% of households in Dun Laoghaire-Rathdown having broadband internet access according to the last census (Central Statistics Office, 2017, p. 84). This is the highest broadband access in the country. Such widespread access to information from home has forced public libraries to examine their position.
2.3 Public libraries in the digital age
The place of the public library in the digital age has been a topic of literature for some time now. As far back as the mid-nineties Levy and Marshal asked whether libraries will still be needed in the digital age (Levy & Marshal, 1995) and the Benton Foundation was investigating how libraries can remain relevant following the digital revolution (Benton Foundation, 1997). More recently, Sanchez has raised the possibility that the book market may follow the same path as the music industry with more and more content being published in the digital format exclusively (Sanchez, 2015). Although much has been done in public libraries to adapt to new technologies and preserve relevancy, public perception of the public library hasn’t altered much. The Online Computer Library Center (Online Computer Library Center, Inc, 2010) conducted a report in the USA in 2010 which showed that print books are still overwhelmingly what people associate with the library. In fact 75% of Americans identified books as the first thing that came to mind when they thought about the library. What’s more this perception is not being eroded as this was an increase from 69% when the same report was conducted in 2005. This could be worrying for library officials given the rise of the e-book over the last decade.

2.4 The Rise of e-books
It could be argued that electronic books (e-books) have been around since the 1970’s and the founding of Project Gutenberg, the worlds oldest digital library (Gray & Copeland, 2011). It was with the release of Amazon’s Kindle, however, in November 2007 that the e-book as we think of it today was really born (Carreiro, 2010). Since then their popularity has expanded year after year. In 2014 the Global eBook Report stated that in the UK e-books accounted for one in four consumer book purchases in adult fiction in 2013 (Global, 2014, p 27). From 2004 to 2014 the e-book market grew globally from 1% to 22% yearly while, for paper books, sales were in decline (Hyunju, 2015). This trend has reversed, however, in recent years with the Publishers Association reporting that in 2016 digital content sales in the UK fell from £554m to £538m while sales of physical books increased from £2,760bn to £2,971bn (The Publishers Association, 2017, p. 1). Whether the proportion of e-book sales to physical book sales will continue to decline, rise or stabilise is an open question but it is clear, however, that at present e-books constitute a sizeable proportion of the publishing market. Sales figures for e-books in Ireland are not currently available and though it is likely
they reflect the same patterns seen in the UK this is only an assumption. This dissertation will add, somewhat, to the literature by investigating the proportion of dlr Library users who use e-books.

With digital materials taking such a large proportion of the publishing market, the impetus was placed on public libraries to provide these materials to their users. However, concerns have been raised on the strains this may put on the already strained finances of public libraries. Norman, in “Frail, Fatal Fundamental: The Future of Public Libraries”, draws attention to the high cost to a medium sized library of an e-book subscription service. He reports it to be AUD$40,000 a year (approx. €28,000) (Norman, 2012). He asks the question whether or not this expense can be justified since the users of the service can evidently afford an e-book reader and a computer to download content. Should the library be subsidising their want for e-book titles? The trouble with this argument is that it fails to take into account the fact that accessing e-books, and other e-content the library may supply, no longer requires possession of an e-reader or a computer to download titles. Smartphones and tablets are the most common devices for mobile reading and they are becoming more and more ubiquitous. A report by The Nielsen Company found that, since 2012, the proportion of e-books bought to read on dedicated e-readers has fallen dramatically in the UK while the sale of e-books bought for tablets has risen rapidly (Nielsen Company, 2016, p.36). It is estimated that by 2020 6.1 billion people will have a smartphone subscription (Somipam et al, 2015). Somipam et al make the point that due to the ubiquity of these new technologies the very nature of reading is undergoing a transformation with mobile phones being the favourite device used for reading. It could be argued, therefore, that public libraries would be remiss in not catering for this new mode of reading.

2.5 The Awareness Public Libraries’ Digital Resources

There is no study in the literature concerning the awareness of digital collections in public libraries in an Irish setting. A 2013 report by the Pew Research Center in the USA found that most Americans (57%) were unaware whether or not their library lent e-books (Zickuhr et al, 2013, p. 51). Hockey’s study of e-books in public libraries in Hampshire reported a low level of awareness amongst library users of the library’s e-book lending service (Hockey, 2012)
with only twelve of the thirty-two library users asked being aware. Although thirty-two is a small sample size it can still serve as an indication. This research will collect quantitative data on the awareness of dlrl Library users of their library’s digital collections.

A survey undertaken in Essex County Libraries by McKnight et al between April 2004 and June 2006 on users of the Libraries’ e-book collections found that the vast majority of survey respondents became aware of the e-book collections from browsing the libraries’ website (McKnight et al, 2008). Very few had become aware of the collections through the libraries’ publicity campaign or through word of mouth. A similar survey was carried out by Martindale et al (2015) in Derbyshire Libraries over twelve days in August 2013. This survey received a much higher number of respondents and, although again the largest percentage of respondents first became aware of the service by browsing the library’s website, proportionally it was a much smaller amount with 63% of respondents discovering the service by other means such as information in the library, local media etc (Martindale et al, 2015). No such survey had been conducted in an Irish public library and this dissertation seeks to fill that knowledge gap.

2.6 The Usage of Public Libraries Digital Resources
The 2013 report by the PEW Research Center found that only 5% of recent library users in the US borrowed e-books whereas e-book readers made up 23% of the population at large (Zickhuhr et al, 2013, p. 51). Of the thirty-two Hampshire library users surveyed by Hockey only one had used the library’s e-book service (Hockey 2012). The surveys carried out by McKnight et al and Martindale et al in Essex County Libraries and Derbyshire Libraries respectively targeted users of the e-book services so don’t provide information on the proportion of usage amongst the library using population as a whole. Determining the level of usage of dlrl Library’s digital services in comparison to awareness of the services amongst library users is one of the aims of this research.

The usage habits of users of the public libraries’ digital resources were investigated by both McKnight et al and Martindale et al. The growth of mobile reading due to the ubiquity of smartphones and tablets was outlined above, along with the contention of Somipam et al (2015) that mobile phones are now the favourite device for reading in the UK. However, Martindale et al (2015) found that, amongst the users of Derbyshire libraries’ e-book
service, 55% of users used dedicated e-readers to read e-books. This was despite the fact that the most popular e-reader, the Amazon Kindle, was incompatible with the service. Multiple answers were permitted so tablet devices were a close second with 49% of respondents using them to read e-books. Only 20% of respondents selected “other” which included laptops, PCs and smartphones.

In examining the reading habits of users of Essex County Libraries’ e-book collection McKnight et al (2008) discovered that Science Fiction was the most popular genre amongst their respondents after General Fiction. According to a report by the research group The Nielsen Company, the most popular genre of fiction on e-book in terms of sales for 2015 was “crime/thriller/adventure” with 28.4% market share (Nielsen Company, 2016, p. 41). “Sci-fi/fantasy/horror” made up 6.9%.

2.7 The Satisfaction with Public Libraries’ Digital Resources
According to the literature, a major cause of dissatisfaction with public libraries’ digital content amongst its users is the selection of e-book titles. The 2013 report by the PEW Research Center found that 53% of Americans polled said that libraries ‘should “definitely” offer a broader selection of e-books’ (Zickhuhr et al, 2013, p. 51). Martindale et al found in their survey of e-book users in Derbyshire Libraries that when users who had not borrowed e-books in the last six months were asked why this was the largest given reason was that the selection of material was poor (Martindale et al, 2015). Respondents of McKnight et al’s survey rated the selection of books available through Essex County Libraries’ subscription to the e-book vendor OverDrive. OverDrive is also one of dlr Libraries’ e-book vendors. Sixteen out of forty-four respondents rated the selection as ‘good’ which was the largest response. However, over half the respondents rated the selection as ‘very poor’ to ‘average’ (McKnight et al, 2008). The selection of e-book titles provided by a public library cannot match that of print titles but this is not only due to the disparity of the budget allocated to e-book titles in relation to print titles. There is also the issue of licencing.

Much of the literature about digital content in public libraries is concerned with licensing issues and the resulting disputes with publishers. The digital collections of dlr Libraries are accessible through subscription services. This means that the library pays an annual subscription fee to a particular vendor for access to a certain amount of digital content for
the library’s users. The amount of content available depends how much the library pays for. The content is only accessible using the vendors software. In the case of e-books and e-audiobooks the most common model for public libraries is one-user-one-copy (Zubac & Tominac, 2014) meaning that only one user can have access to a particular e-book for a set-time, usually two weeks. Other people who want to access the e-book must wait until that user’s two weeks expires. Simultaneous access is prohibited (Ashcroft, 2011). In this way, a digital copy of an e-book acts much the same way as a print copy would. Building and maintaining digital collections for libraries using this model, however, is far more complicated than it would be for print collections. Acedo et al (2014) outline how the major book publishers vary on how much electronic content they supply to public library e-book and e-audiobook vendors such as OverDrive. They note that five of the thirty books on the New York Times bestsellers list at their time of writing were not available as e-books to libraries that use OverDrive. Zubac and Tominac (2014) note that Simon and Schuster, one of the publishing world’s “Big Six”, does not allow libraries to access its digital content at all. Acedo et al also explain how the price of e-books for libraries can be erratic with the most popular titles being the most expensive. For example, a single electronic copy of Donna Tartt’s the Goldfinch costs libraries US$90, several times what a print copy would cost (Acedo et al, 2014). This added expense makes it less likely that a public library would buy multiple digital copies of the most popular titles and it can be frustrating for people who borrow e-books from their library to find the most popular titles are rarely available as they are so frequently checked out by other users.

A further complication to e-lending services in public libraries is the different devices that users employ in accessing the content. The most popular purpose-built device for reading e-books is the Amazon Kindle but none of the e-book platforms used by dlr Libraries currently support the Kindle (Kobie, 2013). In their survey of users of Derbyshire library’s e-book lending service, Martindale et al (2015) found that 25% of respondents who hadn’t used the service in the previous six months gave the incompatibility of the service with the Kindle as the main reason why.

Since January 2016 the LGMA has provided access to an e-book and e-audiobook platform called BorrowBox to all library authorities in Ireland. Along with BorrowBox, dlr Libraries still maintain access for their users to the e-book and e-audiobook platforms OverDrive
(internationally the largest e-content provider to public libraries) and Oneclickdigital. Along
with these three e-book and e-audiobook platforms dlr Libraries’ also provide access for
their users to the electronic magazine service, Zinio, and the online newspaper reader,
Library Press Display. Each of these five platforms require separate software and separate
apps to run and require users to setup separate accounts with separate logins. According to
O’Connell and Haven (2013) of Chatham Community Library, North Carolina the selection of
different devices and software platforms involved for users trying to access the public
library’s e-content can be bewildering. It is one of the aims of this dissertation to investigate
the level of satisfaction users of the digital collections of dlr Libraries have with the service
and to what degree library users are put off from utilising the service because they find it
too technically demanding.

2.8 The Demographics of users of Public Libraries Digital Resources
Teenagers and young adults are a demographic that is often identified as under utilising
library services. In the report “Young People and Public Libraries in Ireland” by the Children’s
Research Centre it is stated that library usage declines sharply amongst teenagers and
people in their early twenties (McGrath et al, 2010, p. 6). In their study of the perceptions of
public libraries amongst teenagers in the United States, Cook et al (2005) found that many
public libraries are perceived negatively by teens. Loertscher and Woolis (2002) note that
federal studies in the US have found that few teenagers use their local library.

Biggs and Calvert (2013), however, recognise that since the digital revolution the notion of
“place” has changed and that teenagers who don’t physically visit the library can still
interact with their library virtually. A survey conducted in the UK found that young people
are more likely to prefer to read on a computer screen rather than a book or magazine
(Somipam et al, 2015). This is not solely an indication of the popularity of reading social
media as it was found that a third of youngsters enjoyed reading fiction online (ibid.). The
digital content provided by dlr Libraries may be one way of reaching the demographic of
teenagers and people in their early twenties. One of the key findings in the LGMA’s Strategy
for Public Library’s 2013-2017 regarding young people was that they would appreciate a
greater availability of e-books and library apps. Hughes-Hassell and Rodge (2007) has found
that magazines are without question the favourite reading material amongst urban
adolescents and the Children’s Research Centre found in their report that young people in
Ireland favoured magazines and graphic novels as reading material in libraries (McGrath et al, 2010, p. 19). dlir Libraries subscribe to the digital magazine service Zinio which offers library users a much larger range of magazines online than are available physically in any of their branch libraries. At the beginning of August this year dlir Libraries also launched access for its users to an online comic book service called ComicPlus. Unfortunately, the service was launched too late for inclusion in this research.

In the survey by Martindale et al of the use of Derbyshire Library's e-book service there were only three age brackets for respondents to choose from, the youngest being 18-39, so there was no information collected that would isolate the use of the service among teenagers or people in their early twenties (Martindale et al, 2015). In the survey by McKnight et al, regarding the use of Essex County Libraries’ e-book service, respondents could self-identify as twenty or under but the responses of this group were not separated or broken down in the analysis from the whole. This dissertation hopes to add to the literature by analysing the awareness and usage of dlir Libraries digital resources amongst teenagers and people in their early twenties in isolation.

Older people are also a demographic of interest in the subject of digital resources in public libraries. A frequent topic in the literature around digital libraries is the divide between those termed digital natives, i.e. those born into the digital age, and the digital immigrant, those who have had to learn to use computers as adults (Wang et al, 2013). The question can be asked how much of the public library’s resources should be spent on content that is inaccessible to those less digitally literate. A worrying statistic, highlighted by Polanka (2012) and taken from the Library Journal’s ‘Patron Profiles’, is that 23% of people who attempted to borrow an e-book from the library in the United States in 2011 failed to do so. O’Connell (2013) argues, however, that public libraries are in a good position to provide a service to tutor older users on how to access the library’s digital content on various devices. He provides a case study of e-book instruction lessons in Chatham Community Library in North Carolina which proved very successful. Norman (2012), too, highlights the responsibility of libraries to bridge the digital divide. In the LGMA’s Strategy for Public Libraries, among the opinions canvassed from older people regarding Irish public libraries was a desire for a greater variety of e-books. Martindale et al (2014) discovered in their survey on the use and perceptions of e-books in Derbyshire libraries that some of their users used the library’s e-
book service as they were housebound and physically unable to visit the library. It could be argued, therefore, that older people, who would have the most difficulty in accessing the service due to their poorer digital skills, may be the population group who could benefit most from the service due to their reduced mobility. This dissertation hopes to determine to what extent older users utilise dlr Libraries’ digital content, how aware they are of the service and whether they would like to use the service but find themselves unable.

2.9 Relevance of the Dissertation
From a review of the literature certain gaps in the knowledge of the subject area have become apparent. There is very little in the literature regarding digital resources in public libraries from an Irish perspective. O’Malley (2011) investigated the challenges and opportunities that the lending of e-books posed to Irish public libraries but this was a qualitative study concerned largely with the actions and attitudes of library administrators rather than the experiences of users of the service. This research intends to collect quantitative data from library users.

Studies have been done in the UK concerning the user experience of the digital content of public libraries. The studies by McKnight et al (2008) in Essex County Libraries and by Martindale et al (2014) in Derbyshire libraries collected information on the attitudes and experiences of digital content users in those libraries. However, both those studies only targeted users of the digital content so the awareness of the service among the library using population as a whole could not be gauged. The study by Hockey (2012) in Hampshire Libraries gauged the awareness of library users in general but retrieved a small sample size with only one respondent who had actually used the service. None of these UK studies included any investigation into the contrasting relationships that different demographics have with the service which this study aims to do.

3. Research Methodology

3.1 Research Objectives
A study of the literature has indicated that the following research objectives would be a constructive addition to the field:
1. Discover the level of awareness of dlr Libraries’ digital resources amongst its users.

2. Discover the level of usage of dlr Libraries’ digital resources and the usage habits of those users.

3. Discover what the level of satisfaction is with the service amongst its users.

4. Discover what is the age demographic of the users of dlr Libraries’ digital services and how this compares to that of active library members as a whole.

3.2 Research Philosophy
When conducting research, the researcher is attempting to develop knowledge in a particular area and, therefore, must consider their own perspective on knowledge. According to Saunders et al, the researcher’s own assumptions about the nature of knowledge will, by necessity, underpin the researcher’s attitude to their research question, their chosen methodology and how they interpret their results (Saunders et al, 2012, p. 128). Creswell (2014, p. 6) recommends that, in preparing a research proposal, an individual makes the philosophical viewpoints they bring to the research explicit at the outset as it will help to explain some of the research decisions that the individual makes.

Ontology
According to Saunders et al (2012, p. 130), ontology is interested in “the nature of reality”. Two somewhat conflicting ontological positions that were considered in regard to this dissertation are objectivism and subjectivism.

An objectivist viewpoint is one that posits that social phenomena exist independently of the individuals acting within it (Bryman, 2012, p.32). Objectivists seek truth by measuring observable, verifiable facts from which social generalities can be formulated (Saunders et al, 2012, p. 128). When looking at how a set of people interact with a service, an objectivist would believe that it’s possible to determine patterns in how those people use the service
and in their attitudes towards it that can then be generally applied to the population as a whole.

Subjectivism, by contrast, expounds that social phenomena are created by social actors (Saunders et al, 2012, p. 132). A subjectivist would question the validity of objective social generalities, believing that people don’t conform to set generalities but rather that what governs social order has more to do with the character and inter-relationships of the individuals within the order (Bryman, 2012, pps. 33-34). This would mean that how people react with a service and their attitudes towards it are unique to those specific individuals and can’t accurately depict the reactions and attitudes of a larger population. Also, in order for the attitudes and actions of a smaller group to stand-in for a larger group it is necessary for the researcher to put individuals into categories and, a subjectivist would argue, the subjective opinion of the researcher can influence how people are categorised and, thus, the research is prejudiced if this isn’t recognised (Davies & Hughes, 2014, p. 164).

The research for this dissertation is more objectivist in outlook as the objectives of the research are largely immune to subjective distortion. How many library users are aware of dlr Libraries digital resources, how often they use them and the age demographics of the users are objectively measurable phenomena. Unfortunately, the target population of dlr Library users is too large a for it to be feasibly possible to attain the required information from each individual in it. Instead it was necessary to make inferences based on the information recorded from a sample of the population. Also, to achieve the more subjective research objective of discovering people’s satisfaction levels with the service it was necessary to record the opinions of a smaller group of people to act as an indicator of the opinions of the population at large.

**Epistemology**

In a research context, epistemology refers to the knowledge that is acceptable in a particular field of study according to Saunders et al (2012, p. 132). Three possible areas of epistemology that were considered for this research are interpretivism, positivism and realism.
An interpretivist would suppose that when conducting research that involves people it is necessary to investigate the social roles of individuals and how people interact with each other. This study consists of gathering information on the attitudes of the users of dlr Libraries towards the libraries’ digital content. This is too great a population for it to be possible to effectively conduct such in-depth research.

It may, therefore, be more useful to adopt a positivist point of view for that aspect of the research. The positivist perspective involves a more objective look at an observable reality and searching for regularities and causal relationships in the data (Saunders et al, 2012, p. 134). This approach can be problematic, however, when researching people’s opinions as it fails to allow for the various circumstances that may colour people’s attitudes.

Realism, particularly critical realism, may, therefore, provide a fuller picture. Like positivism, critical realism accepts that there is an external reality that can be studied objectively, however, it also recognises that it is necessary to understand the social circumstances that underpin this reality when doing research into people (Bryman, 2012, p. 29). I utilised this point of view when researching the opinions of library users.

3.3 Research Approach
The two approaches that were considered for the research are deduction and induction. According to Saunders et al (2012, p. 144) a deductive approach involves developing a theory from the available academic literature and then creating a research strategy to test the theory. An inductive approach involves collecting data on a particular phenomenon and then using that data to generate a theory.

The literature review has shown that there is not enough available data in the field of the proposed research to be able to develop a testable theory. The awareness and usage of digital content in public libraries is an area that has been little examined, especially in an Irish context, so the research for this dissertation is, by necessity, explorative in nature and, therefore, follows a more inductive approach.
3.4 Research Strategy
The research predominantly involves collecting data on the awareness, usage habits and opinions of active dlr Library users on the libraries’ digital content. According to Saunders et al (2012, p. 171), a descriptive approach to research is an appropriate way of gaining an “accurate profile” of a situation and this is the strategy that informs this research. The library using population of Dun Laoghaire-Rathdown is a large one (which is explored in the subsequent section) and in order to collect a sample large enough to be representative in the required time-frame it was deemed necessary to utilise a self-completed questionnaire. The research is, therefore, quantitative in nature. This section of the research is a precursor to the explanation of the results in the context of themes that arose in the literature review so the research will ultimately have a descripto-explanatory strategy (Saunders et al, 2016, p. 175).

Although the study is predominantly a quantitative study on library users, in order to make best use of the information received, it was decided that it would be useful to include an unstructured interview with someone from inside dlr Libraries who is directly involved in the digital services. The aim of this was to provide an understanding of how the service is run and the limitations imposed upon it which would help to place the quantitative data in context and give the conclusions and recommendations derived from it a pragmatic weight in keeping with the descripto-explanatory nature of the study.

3.5 Population and Sample
The population for the research is the active library patrons dlr Libraries. Data was collected for five weeks, from July 3rd until July 31st, in the hope of maximising the number of respondents. The population can, therefore be defined thusly:

**Element:** Active patrons dlr Libraries

**Unit:** Patrons who visit the library during the period of the survey

**Extent:** Dun Laoghaire-Rathdown

**Time:** July 3rd to July 31st
The most recent public library statistics published by the LGMA are from 2011 (Local Government Management Authority, 2012). At that time the number of active members of dlr Libraries, i.e. members who used library services during that year, was 57,597.

It would be clearly unfeasible to conduct a census of a population of this size so it was necessary to survey a sample instead. dlr Libraries do not collect information on the demographics of their users. As a result of this there is no available sampling frame from which to work from so the research, by necessity, utilised non-probability sampling. This type of sampling, however, has a low likelihood of being representative (Saunders et al, 2012, p. 281). To mitigate this, it was deemed necessary to apply some form of quota. In 2007 The Library Council conducted a survey of public library use and found the following gender and age demographics of library visitors (The Library Council, 2007):

<table>
<thead>
<tr>
<th>Age in year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>4.5</td>
</tr>
<tr>
<td>20-24</td>
<td>6.0</td>
</tr>
<tr>
<td>25-34</td>
<td>15.7</td>
</tr>
<tr>
<td>35-44</td>
<td>24.7</td>
</tr>
<tr>
<td>45-54</td>
<td>18.0</td>
</tr>
<tr>
<td>55-64</td>
<td>15.0</td>
</tr>
<tr>
<td>65-75</td>
<td>11.1</td>
</tr>
<tr>
<td>Over 75</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*Table 1: Age Demographics of Library Users Reported by The Library Council*

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36.8</td>
</tr>
<tr>
<td>Female</td>
<td>63.2</td>
</tr>
</tbody>
</table>

*Table 2: Age Demographics of Library Users Reported by The Library Council*

Although this survey was conducted seven years ago and was nationwide rather than limited to Dun laoghaire-Rathdown, lacking any alternative it was deemed to be sufficient for the needs of the research. Due to the size of the population, and the consequent need to gather a large number of respondents, convenience sampling was used as that is the method most conducive to distributing the largest number of questionnaires in the limited timeframe. A target of one hundred completed questionnaires was set. The questionnaire featured fields for gender and age bracket and it was decided to aim to match the demographic breakdown of respondents with that in the table above, recorded by the
Library Council in 2007, to within five percentage points for each age bracket and each gender. If a greater number than one hundred completed questionnaires was received, and the demographics did not match those of the Library Council to within five percentage points, it was decided that a selection of respondents would be chosen at random, first by gender and secondly by age bracket, until the demographics matched. Thus, if 15% of the completed questionnaires were from people aged 20-24 a certain number of those questionnaires would be discarded at random so that the total number of questionnaires from that age demographic regarded for the research would be within 6-11%. By this combination of convenience sampling and quota sampling it was hoped to obtain a large number of respondents while preserving a degree of representativeness.

3.6 Data Collection, Editing, Coding and Analysis
Due to the decade of experience the researcher has working in the field of Dublin public libraries it was possible to utilise professional contacts to ensure the widest possible distribution of the questionnaire. The research had the professed support of Mairead Owens, the County Librarian in Dun Laoghaire-Rathdown and one of the most senior figures in public libraries in the country. Using this support, it was possible to make the survey available in all eight branches of dlr Libraries. Since the scope of the research includes those who use libraries online as well as physically, a digital form of the questionnaire was created using the online survey tool Survey Monkey and distributed through links on the libraries’ Facebook and Twitter accounts. A link to the questionnaire was also distributed on the libraries’ fortnightly e-bulletin of July 10th.

The physical questionnaires used for the research were uploaded to the online survey tool to make it possible to utilise the analysis tools that this provided (Saunders et al, 2012, p. 422).

The in-depth interview conducted as background research was audio-recorded using a dictaphone. This enabled the interviewer to concentrate solely on questioning and listening and allowed for the use of direct quotes (Saunders et al, 2012, p. 396).
3.7 Ethical Issues and Procedures
The in-depth interviews that was conducted as part of the research was obtained by utilising existing contacts. Where a friendly relationship already exists between the interviewer and the interviewee there is a danger that a less formal atmosphere may arise which could result in the interviewee speaking more candidly than they would otherwise. It was decided that any potentially controversial statements made by the interviewee would not be used in the research unless their assent was explicitly given subsequent to the interview.

The anonymity of respondents to the questionnaire was assured at all times. The cover letter for the questionnaire stated clearly the purpose of the research to ensure consent. Participation in the questionnaire was entirely voluntary and respondents were free to withdraw from the questionnaire at any point and they were not obligated to answer every question. This, too, was clearly explained in the cover letter of the questionnaire.

The researcher remained objective at all times and did not try and influence responses. The data collected was not falsified or altered in any way and all findings were reported fully and accurately.

3.8 Limitations to the Research
The largest obstacle faced in the proposed research was the size of the population and the challenge inherent in collecting a large enough sample for it to be representative. This was somewhat overcome by utilising professional contacts throughout dlr Libraries to secure a large number of respondents and also by implementing the quota system outlined above to help yield representative results. However, the need to rely on a self-selected sample diminishes the representativeness of the research to a degree (Powell & Connaway, 2004, p. 96). Also, the research seeks to canvas the opinions of all dlr library users on the libraries’ digital resources, including those not familiar with those resources. Although this was made explicit in the cover letter there was still a fear that library users not familiar or interested in the libraries’ digital resources would be less likely to take the questionnaire and as a result would be under represented in the findings.
4. Data Findings

4.1 Introduction
This chapter describes the primary data collected for the research. The uttermost quantity of the primary data collected for this research comes from responses to a questionnaire distributed to library users in dlr Libraries. Along with this, a short interview was conducted with Yvonne Quigley, a librarian in the bibliographic section of dlr Libraries who currently oversees the Libraries’ digital content. The first section of this chapter is an overview of that interview in the context of the dissertation’s four research objectives. This is followed by a description of how the questionnaire was distributed and an analysis of the response rate. Lastly, the data collected from the questionnaire is presented.

4.2 Interview with dlr Libraries Librarian

4.2.1 Awareness of dlr Libraries’ Digital Resources
The interview took place in a room in dlr Libraries’ Headquarters in the dlr Lexicon in Dun Laoghaire on July 26th. The interviewee was Yvonne Quigley, a librarian in dlr Libraries’ Bibliography Department who oversees the library’s digital content.

Regarding awareness of dlr Libraries’ digital resources amongst its users the interviewee felt that awareness was by and large quite low. Promotion for the service is limited to online promotions through the libraries social media sites such as Facebook and Twitter and also an e-bulletin that dlr Libraries distribute by email to some of their users. The interviewee had more faith in the e-bulletin as a promotion tool, feeling that people on social media are more likely to be aware already of the libraries’ digital resources.

Following a meeting of the Online Services Committee, a committee made up of representatives from all the local authority public libraries in Ireland, the interviewee reported that there was a strong feeling that the LGMA should do more to promote the service as it’s now a national resource. They could give the services a push through advertisements on bus shelters or the radio. Bolinda, the company that runs BorrowBox, were at the meeting and our keen to promote the service. They make posters and offered to create a monthly newsletter that could be distributed to library users. They are more proactive in this regard than the other vendors of dlr Libraries’ digital resources.
4.2.2 Usage of dlr Libraries’ Digital Resources

According to the interviewee, OverDrive is the most used of dlr Libraries’ digital resources. Since the BorrowBox service was rolled out to all the local authority libraries in the country, out those library authorities who previously had subscriptions to OverDrive, dlr Libraries are the only authority who has kept their subscription. The interviewee feels the reason that OverDrive is the most used is that once people get used to one platform they like to stick to it.

Usage of the service in general has remained steady but usage of OneClickDigital has declined. OneClickDigital provides e-audiobooks alone in contrast to OverDrive and BorrowBox which provide both e-books and e-audiobooks. The subscription to OneClickDigital was almost dropped by dlr Libraries but they got a good deal and decided to keep it.

4.2.3 User Satisfaction with dlr Libraries’ Digital Resources

The interviewee says that she doesn’t receive much feedback from users of the service but that it is the library branches that receive the feedback. She only gets contacted when there’s a problem. Most of the issues referred to her from branches are technical issues such as a users having trouble logging in to one of the services or they can’t access one of the services because their software isn’t up to date.

The libraries used to run workshops to tutor library users on how to use the libraries’ digital resources and the interviewee would like to see those reintroduced. Also, she finds that a lot of the issues that users have with the digital services turn out to be caused by the user not knowing how to use their device correctly and so she would like to see the library run more smartphone and tablet instruction classes. Fingal libraries provide an app through which users can access all of their digital services whereas in dlr Libraries users need to download separate apps for each service. This will change slightly from August as OneClickDigital, Zinio and, the new service, ComicPlus, will all be accessible through one account as they are all run by the one company RBdigital.

One of the satisfaction issues with BorrowBox is that, since users nationwide have access to the service, most of the most popular titles are consistently on loan. At the recent meeting of the Online Resources Committee a representative from Bolinda said that, although the
most popular titles tend to be on loan, the majority of stock is available and since the
website displays the most popular titles first and foremost it gives the impression that most
of the stock is unavailable due to being on loan. BorrowBox is partly funded by the LGMA
and partly by a consortium of the Irish Library authorities who each pay a rate scaled to the
size of their population. A system has started in the last few months whereby each month
each authority selects titles they’d like to buy for the service from a list of new releases and
the most commonly chosen titles are purchased. OverDrive does not have a set budget for
acquisitions anymore but the interviewee buys new titles from time to time, particularly
extra licenses for titles with reserve lists on them.

4.2.4 The Demographics of Users of dlr Libraries Digital Resources
According to the interviewee, the majority of digital material accessed is adult but that
young adult material is quite popular, more so then children’s material for example. This
makes it likely that teenagers are accessing the services. They are launching in August a
digital comic book platform called ComicsPlus which may be attractive to younger users.

4.2 Questionnaire Distribution and Response Rate
The questionnaire was distributed in both a physical and a digital form. A physical copy of
the questionnaire was distributed to all eight of dlr Libraries’ branches with a cover letter
explaining the purpose of the questionnaire and asking participants to return completed
questionnaires to the information desk or a library member of staff. A link to the digital
form of the questionnaire was posted on dlr Libraries’ Facebook and Twitter accounts with a
shorter, more informal description deemed more suited to social media. Also, a link to the
questionnaire was included in dlr Libraries’ fortnightly e-bulletin on July 10th, again with a
short introduction. Responses for the questionnaire were collected from July 3rd to July 31st.
53 responses were yielded from the digital links and 54 from physical copies of the
questionnaire.

The demographics of responses to the questionnaire were compared with the
demographics reported by The Library Council of library visitors in Ireland in 2007 (Library
Council, 2007) and the results are shown below.

<table>
<thead>
<tr>
<th>Age in year</th>
<th>% reported by</th>
<th>% found in completed</th>
<th>% differential</th>
</tr>
</thead>
</table>

30
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Library Council</th>
<th>questionnaires</th>
<th>% differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>4.5</td>
<td>3.7</td>
<td>0.8</td>
</tr>
<tr>
<td>20-24</td>
<td>6.0</td>
<td>5.6</td>
<td>0.4</td>
</tr>
<tr>
<td>25-34</td>
<td>15.7</td>
<td>11.2</td>
<td>4.5</td>
</tr>
<tr>
<td>35-44</td>
<td>24.7</td>
<td>21.5</td>
<td>3.2</td>
</tr>
<tr>
<td>45-54</td>
<td>18.0</td>
<td>18.7</td>
<td>0.7</td>
</tr>
<tr>
<td>55-64</td>
<td>15.0</td>
<td>14.0</td>
<td>1.0</td>
</tr>
<tr>
<td>65-75</td>
<td>11.1</td>
<td>14.0</td>
<td>2.9</td>
</tr>
<tr>
<td>Over 75</td>
<td>4.5</td>
<td>8.4</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Table 3: Age Demographics of Questionnaire Respondents Compared with Age Demographics of Library Users

<table>
<thead>
<tr>
<th>Gender</th>
<th>% reported by Library Council</th>
<th>% found in completed questionnaires</th>
<th>% differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36.8</td>
<td>41.1</td>
<td>4.3</td>
</tr>
<tr>
<td>Female</td>
<td>63.2</td>
<td>58.8</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Table 4: Gender Demographics of Questionnaire Respondents Compared with Age Demographics of Library Users

Since the differential between the demographics reported by the Library Council and those found amongst respondents to the questionnaire is within five percentile points in all categories it was decided that the questionnaire is sufficiently representative for the purposes of the research and no questionnaires needed to be discarded.

4.3 Primary Data

4.3.1 Demographic of Respondents
The first section of the questionnaire asked the participants to self-identify their demographic in gender and age.
Forty-four of the respondents (41%) identified as male and sixty-three (59%) identified as female which means that there were 18% more female respondents than male.
For the second question the respondents were asked to identify their age bracket from nine options: Under 15 years old, 15-19 years old, 20-24 years old, 25-34 years old, 45-54 years old, 55-64 years old, 65-74 years old and 75 years or older.

By a small margin the age bracket with the most responses was 35-44 year olds with twenty-three respondents (21%) choosing that age bracket. Twenty respondents (19%) were 45-54 years old. Fifteen respondents (14%) were 55-64 years old and 65-74 years old respectively. Twelve respondents (11%) were 25-34 years old, nine respondents (8%) were 75 or older, six respondents (6%) were 20-24 years old, four respondents (4%) were 15-19 years old and just three respondents (3%) were 15 years old or younger.

4.3.2 Library Usage Patterns
The following section of the questionnaire is concerned with how frequently respondents visit the library and which of the library branches they use the most.
When asked how often they visit the library fifty-six respondents (52%), which is the majority, say they visit the library weekly. Forty of the respondents (37%) visit the library monthly, six respondents (6%) visit four times a year, two respondents (2%) visit twice a year, three respondents (3%) visit once a year or less and none claim never to visit the library.
Of respondents aged 55 or older, twenty-one (54%) visit the library weekly, thirteen (33%) visit monthly, three (8%) visit four times a year and one visits twice a year or once a year or less respectively.
Of Respondents aged 15-24 nine (90%) visit monthly and one (10%) visits weekly.

When asked which of dlir’s branch libraries they visited most frequently, twenty-nine respondents (27%) said they visited the Lexicon in Dun Laoghaire most often, twenty-one respondents (20%) said Stillorgan Library, eighteen respondents (17%) said Dundrum Library, twelve respondents (11%) said Deansgrange Library, seven respondents (6.5%) said Cabinteely and Dalkey Libraries respectively and six respondents (6%) said Blackrock and Shankill libraries respectively. One respondent skipped the question.

4.3.3 Awareness of Digital Resources
The subsequent section of the questionnaire investigated the level of awareness of dlir Libraries digital resources amongst the respondents, how respondents became aware of the resources and their estimation of the effectiveness of dlir Libraries’ promotion of the services.
Figure 7: Respondents’ awareness of dlr Libraries’ Digital Resources

The first question of this section asked the respondents which of four digital resources provided by dlr Libraries they were aware of. These resources were e-books, e-audiobooks, e-newspapers and e-magazines. The majority of respondents were aware of the digital resources they were asked about. Seventy-two of the one-hundred-and-six respondents to the question (68%) were aware of the libraries’ e-books, sixty-six respondents (62%) were aware of the libraries’ e-audiobooks, sixty respondents (57%) were aware of the e-newspapers, fifty-nine respondents (56%) were aware of the e-magazines, only twenty-two respondents (21%) were unaware of any of the digital resources mentioned and one respondent skipped the question.
Of the respondents who use e-books but don’t use dlr Libraries’ e-book collections ten respondents (67%) were aware of the libraries’ e-book services.
Of the respondents who use e-audiobooks but don’t use dlr Libraries e-audiobook collections, four respondents (31%) were aware of the libraries’ e-audiobook services.

![Figure 10: Awareness of dlr Libraries’ Digital Resources Amongst Respondents Aged 15-24](image)

Amongst respondents aged 15-24 nine (90%) were aware of dlr Libraries e-book services, nine (90%) were aware of the e-audiobook services, eight (80%) were aware of the e-newspapers, nine (90%) were aware of the e-magazines and one (10%) was not aware of any of the services.
Of those respondents aged 55 or older, one respondent skipped the question, twenty-four of those that answered (63%) were aware of dlr Libraries’ e-book services, twenty-two (58%) were aware of the e-audiobook services, nineteen (50%) were aware of the e-newspapers, seventeen (45%) were aware of the e-magazines and nine (24%) weren’t aware of any of the digital services.
The next question asked those respondents who were aware of dlr Libraries’ digital resources to identify how they became aware of them by choosing one of six options. Forty-seven respondents (51%), which is the majority of those who responded to the question, answered “from visiting the website”. Twenty respondents (22%) answered “From being told about them in the library”, nine respondents (10%) answered “from advertisements within the library”, eight respondents (9%) answered “from word of mouth”, six respondents (6%) selected “other” and just two respondents (2%) answered “from the libraries’ social media accounts”. Fifteen respondents skipped the question, most likely because it was predicated on the condition that the respondent was aware of dlr Libraries’ digital resources prior to undertaking the questionnaire.

Of the six respondents who selected “other” two specified that it was from taking the questionnaire that they learned of the services, one specified that it was as an ex-member of dlr Library staff that they were aware, one learned from family members living abroad who utilised a similar system, one specified that it was from previously being a member of South Dublin libraries that they were aware and one simply stated “media”.

Figure 12: Means by Which Respondents Became aware of dlr Libraries’ Digital Resources
The final question in this section asked the respondents to rate dlr Libraries’ efforts at raising awareness of their digital resources from the four options of “excellent”, “good”, “average” and “poor”. As the questionnaire was designed to record the responses of all dlr Library users, including those who would have no awareness of or opinions on the digital resources, it was decided to also include a “no opinion” option.

Forty-two respondents (39%) rated dlr Libraries’ efforts at raising awareness as “average” which was the largest response. Thirty-six respondents (34%) rated them as good, thirteen respondents (12%) chose poor and eight (7.5%) chose excellent. Eight respondents declared no opinion.

4.3.4 Usage of Digital Resources
In this section respondents were asked how often they used each of the libraries’ Digital Resources considered for this research and if they have experienced trouble using them. They were also asked about their usage of e-books and e-audiobooks not obtained through
the library, what devices they use to consume e-books and e-audiobooks and which of the libraries’ e-book and e-audiobook platforms they prefer.

To determine how often respondents use each of dlr Libraries’ digital resources they were asked for each whether they use them weekly, monthly, four times a year, two times a year, once a year or less or never.

**Figure 14: Frequency of Respondents Use of dlr Library’s e-book Collections**

For the first question of this section fifty-three respondents (51%) said that they never use the libraries’ e-book collections. Seventeen (16%) use them four times a year, fourteen respondents (14%) use them weekly, twelve respondents (12%) use them monthly, four respondents (4%) use them two times a year and three respondents (3%) use them once a year or less. Four respondents skipped the question.
Of those respondents who were aware of dlr Libraries e-book services, one respondent skipped the question, twenty-four (34%) said they never use the service, seventeen (24%) said they use it four times a year, thirteen (18%) said they use it weekly, eleven (16%) said they use monthly and three (4%) said they use it twice a year or once a year or less respectively.
Of those respondents who have read e-books in the past, including e-books not gotten through dlr Libraries, three skipped the question, seventeen (28%) said they use the libraries’ e-book collections four times a year, fifteen (24.5%) never use the services, twelve (20%) use them monthly, eleven (18%) use them weekly, four (6.5%) use them twice a year and two (3%) use them once a year or less.
Of those respondents aged 15-24 five (50%) use dlr Libraries’ e-book service monthly, two (20%) use the service weekly and four times a year respectively and one respondent (10%) never uses the service.
Of those respondents aged 55 or older, four skipped the question, twenty-three (66%) never use dlr Libraries’ e-book services, four (11%) use them four times a year, three (8%) use them weekly, two (6%) use them monthly or once a year or less respectively and one (3%) uses them twice a year.

![Figure 19: Frequency of Respondents use of dlr Libraries’ e-audiobook Collections](image)

For the next question sixty-four respondents (64%) said that they never use dlr Libraries’ e-audiobook collections. Eleven respondents (11%) said that they use them four times a year, ten respondents (10%) use them weekly, seven respondents (7%) use them monthly, five respondents (5%) use them two times a year and three respondents (3%) use them once a year or less. Seven respondents skipped the question.
Figure 20: Frequency of The Use of dlr Libraries’ e-audiobook Collections Amongst Respondents Who Were Aware of dlr Libraries’ e-audiobook services

Of those respondents who were aware of dlr Libraries’ e-audiobook services three skipped the question, twenty-nine (46%) never use the services, eleven (18%) use them four times a year, nine (14%) use them weekly, seven (11%) use them monthly, four (6%) use them twice a year and three (5%) use them once a year or less.
Of those respondents who said that they have listened to e-audiobooks in the past, including ones not gotten through the library, four skipped the question, thirteen (27%) said they never use the dlr Libraries e-audiobook services, ten (21%) said they use them four times a year and weekly respectively, seven (14.5%) said they use them monthly, five (10.5%) said they use them twice a year and three (6%) use them once a year or less.
Of those respondents aged 15-24, five (50%) use the libraries’ e-audiobook services four times a year, three (30%) use them weekly and two (20%) never use them.
Of Those respondents aged 55 or older, three skipped the question, thirty-three (83%) never use dlr Libraries’ e-audiobook collections, three (8%) use them four times a year and one (3%) uses them weekly, twice a year or once a year or less respectively.

![Figure 24: Frequency of Respondents use of dlr Libraries’ e-newspaper Collection](image)

For the subsequent question fifty-five respondents (54 %) answered that they never use dlr Libraries’ e-newspaper collection. Fifteen respondents (14.5%) use them weekly, eleven respondents (10.5%) use them once a year or less, nine respondents (9%) use them four times a year, eight respondents (8%) use them monthly, four respondents (4%) use them twice a year and eleven respondents (10.5%) use them once a year or less. Five respondents skipped the question.
Figure 25: Frequency of The Use of dlr Libraries’ e-newspaper Collection Amongst Respondents Who Were Aware of dlr Libraries’ e-newspaper Collection

Of those respondents who were aware of dlr Libraries e-newspaper collection two skipped the question, sixteen (28%) never use the service, fifteen (26%) use the service weekly, ten (17%) use it once a year or less, nine (15%) use it four times a year, five (9%) use it monthly and three (5%) use it twice a year.
Of respondents aged 15-24, six (60%) never use dlr Libraries' e-newspaper service, two (20%) use it once a year or less and one respondent (10%) uses it twice a year and four times a year respectively.

Figure 26: Frequency of The Use of dlr Libraies' e-newspaper Collection Amongst Respondents Aged 15-24

Figure 27: The Frequency of The Use of dlr Libraries' e-newspaper Collection Amongst Respondents Aged 55 or Older
Of those respondents aged 55 or older, three skipped the question and, of those that answered, twenty-three (64%) never use dlr Libraries’ e-newspapers, six (16.5%) use them weekly, four (11%) use them four times a year, two (5.5%) use them monthly and one (3%) uses them once a year or less.

![Figure 28: Frequency of Respondents use of dlr Libraries’ e-magazine collection](image)

For the next question fifty-five respondents (52%) answered that they never use dlr Libraries’ e-magazine collection. Seventeen respondents (16%) use them monthly, eleven respondents (11%) use them four times a year and weekly respectively, six respondents (6%) use them once a year or less and four respondents (4%) use them two times a year. Three respondents skipped the question.
Figure 29: Frequency of The Use of dlr Libraries’ e-magazine Collection Amongst Respondents Who Were Aware of dlr Libraries’ e-magazine Collection

Of those respondents who were aware of dlr Libraries e-magazine collection sixteen (27%) use the service monthly, fifteen (25.5%) never use the service, ten (17%) use the service weekly or four times a year respectively, five (8.5%) use the service once a year or less and three (5%) use the service twice a year.
Of respondents aged 15-24, four (40%) never use dlr Libraries’ e-magazine Service, three (30%) use it monthly, two (20%) use it four times a year and one (10%) uses it twice a year.
Of those respondents aged 55 or older, three skipped the question, of those that answered twenty-four (66.5%) never use dlr Libraries’ e-magazine service, five (14%) use the service monthly, three (8%) use it weekly, two (5.5%) use it four times a year and one uses it twice a year or once a year or less respectively.

In the next question thirty-one respondents (30%) had attempted and failed to use one of dlr Libraries’ digital services in the past as opposed to seventy-one respondents (70%) who hadn’t. Four respondents skipped the question.
Of those respondents aged fifty-five or older, two skipped the question, of those that answered, ten (27%) had attempted and failed to use one of dlr Libraries’ digital services in the past as opposed to twenty-seven (73%) who hadn’t.

![Figure 34: The dlr Libraries’ Digital Services Respondents Were Unable to Use](image)

For the next question respondents who had tried and failed to use dlr Library digital services in the past were asked which of the services they had found they were unable to use. Since the majority of respondents in the previous question had stated that they had not failed in their attempt to use any of dlr Libraries’ digital services the majority of respondents, seventy-five, skipped this question. Of the thirty-two that did respond, nineteen of them (59%) had been unable at some point to use the libraries’ e-books, twelve (37.5%) had been unable to use the e-magazines, eight (25%) were unable to use the e-audiobooks and seven (22%) were unable to use the e-newspapers.
Of the respondents who use e-books but don’t use dlr Libraries’ e-book services nine skipped the question and six (40%) have found themselves unable to use dlr Libraries e-book services in the past.
Of the respondents who use e-audiobooks but don’t use dlr Libraries’ e-audiobook services eight skipped the question and two (15%) had found themselves unable to use the libraries’ e-audiobook services in the past.

For the next question respondents were asked how often they read e-books, including ones not obtained through dlr Libraries. Forty-one respondents (39%) stated that they never read e-books, twenty-one respondents (21%) answered that they read e-books weekly, nineteen respondents (18%), answered monthly, fifteen respondents (14%) answered four times a year, five respondents (5%) answered twice a year and four respondents (4%) answered once a year or less. Two respondents skipped the question.
For the following question respondents were asked how often they listen to e-audiobooks, including ones not obtained through the library. Fifty-three respondents (50%) said that they never listen to audiobooks, fourteen respondents (13%) said that they listen to them weekly, eleven respondents (10.5%) listen to them monthly and four times a year respectively, nine respondents (9%) listen to them once a year or less and seven respondents (7%) listen to them twice a year. Two respondents skipped the question.
Respondents were next asked, if they read e-books, what device they would most likely use. Five respondents skipped the question and, of those that responded, thirty-three (32%) answered that they don’t read e-books. Thirty-one respondents (30%) said they would mostly use a tablet, fifteen respondents (15%) would use a smartphone, fourteen respondents (14%) would use an Amazon Kindle, five respondents (5%) would use a laptop or PC, three respondents (3%) would use an e-Reader other than a Kindle and one respondent (1%) selected “other”. The respondent who selected other stated that they only like real, hard copy books which suggests they don’t read e-books.
Of those respondents who have read e-books in the past but don’t use dlr Libraries’ e-book services, five (33.3%) answered that they mostly use a tablet or a Kindle respectively to read e-books, three (20%) use a smartphone and two (13.3%) use a laptop or PC.
Out of respondents aged 15-24, four respondents (40%) most likely use a smartphone or tablet respectively to read e-books and one (10%) uses a Kindle or a e-reader other than a Kindle respectively.

For the next question respondents were asked, if they listen to e-audiobooks, what device they would most likely use. Eight respondents skipped this question and, of those that responded, forty-five (45.5%) said that they don’t listen to e-audiobooks. Thirty-three respondents (33.5%) listen to audiobooks on their smartphone, seven respondents (7%) chose “MP3 or iPod” or “Laptop or PC” respectively, six respondents (6%) use a tablet and one respondent (1%) selected other. The respondent who selected other remarked that they would suggest e-audiobooks to friends with sight problems.
For the next question respondents were asked, of dlr Libraries’ three e-book and e-audiobook platforms (Overdrive, OneClickDigital and BorrowBox), which would they most likely use. Two respondents skipped the question and of those that responded fifty-two (49%) answered that they don’t use any of them. Twenty-seven respondents (26%) said that they use Overdrive the most, twelve respondents (11%) said that they use all three, eight respondents (8%) said that they use OneClickDigital the most and six respondents (6%) said that they use BorrowBox the most.
Figure 44: Categories of e-books and e-audiobooks Used by Respondents

Question 25 asked respondents to choose all the categories of e-books and e-audiobooks they use from a list. As this question was conditional on respondents using e-books and/or e-audiobooks forty-eight respondents skipped the question. The most popular category was Literature which was selected by thirty-three respondents (56%). This was closely followed by Biography & Autobiography which was selected by thirty-two respondents (54%). Some of the large minorities were Historical Fiction, selected by twenty-six respondents (44%), History, selected by twenty-five respondents (42%), Travel, selected by seventeen...
respondents (29%), Cooking and Food, also selected by seventeen respondents, Humour, selected by fourteen respondents (23%) and Science Fiction & Fantasy, selected by twelve respondents (20%). The least selected categories were Business & Careers and Computer Technology, selected by two (3%) and four (7%) of respondents respectively.

The most popular e-book and e-audiobook categories chosen by respondents aged 15-24 were Historical Fiction, chosen by seven of those respondents (78%), Teen Fiction, chosen by six (67%) and History, chosen by five (56%).
4.3.5 User satisfaction with dlr Libraries’ Digital Resources

The next section of the questionnaire is concerned with the satisfaction levels that users of dlr Libraries’ digital resources have with the services. The services were separated into three groups, the e-book and e-audiobook services, the libraries’ online magazine service and the libraries’ online newspapers service. Respondents were asked a series of questions regarding each of these services and chose their responses from a five-point Likert scale that ranged from “Very Satisfied” to “Very Dissatisfied”. As many of the respondents would be unfamiliar with dlr Libraries’ digital resources it was decided to also include a “No Opinion” option.

For the first question in this section respondents were asked how satisfied they were with the ease of use of dlr Libraries’ e-book and e-audiobook services. Forty-five respondents (42%) had no opinion, thirty-two (30%) were satisfied, thirteen (12%) were neutral, nine (8%) were very satisfied, seven (7%) were dissatisfied and just one respondent (1%) was very dissatisfied.
For the next question respondents were asked how satisfied they were with dlr Libraries selection of e-book titles. Two respondents skipped the question and fifty-one of those that answered (48.5%) had no opinion, thirty-one (29.5%) were satisfied, twelve (11%) were neutral, six (6%) were dissatisfied, five (5%) were very satisfied and none were very dissatisfied.
Figure 48: Respondents Satisfaction with dlr Libraries’ Selection of e-audiobook Titles

For the subsequent question respondents were asked how satisfied they were with dlr Libraries’ selection of e-audiobook titles. Two respondents skipped the question and, of those that answered, sixty (57%) had no opinion, twenty-five (24%) were satisfied, twelve (11%) were neutral, four (4%) were very satisfied and dissatisfied respectively and none were very dissatisfied.
For the next question respondents were asked how satisfied they were with the look and feel of dlr Libraries’ e-book and e-audiobook software. Two respondents skipped the question and forty-six of those that answered (44%) had no opinion, thirty-nine (37%) were satisfied, eleven (11%) were neutral, four (4%) were very satisfied and dissatisfied respectively and one respondent (1%) was very dissatisfied.
For the next question respondents were asked what their level of satisfaction was with the reliability of dlr Libraries’ e-book and e-audiobook software. Two respondents skipped the question and forty-seven (45%) of those who answered had no opinion. Thirty-one respondents (29.5%) were satisfied, thirteen (12%) were neutral, nine (8.5%) were very satisfied, four (4%) were dissatisfied and one respondent (1%) was very dissatisfied.
For the next question respondents were asked how satisfied they were with the account setup experience of dlr Libraries’ e-book and e-audiobook services. Forty-four respondents (41%) had no opinion, twenty-seven (25%) were satisfied, eighteen (17%) were neutral, eight (7.5%) were very satisfied, seven, (6.5%) were dissatisfied and three (3%) were very dissatisfied.
Question twenty-six of the questionnaire was the first of a series of questions on respondents’ satisfaction with dlr Libraries’ online magazine service called Zinio. Respondents were asked what their satisfaction level was with Zinio’s ease of use. Fifty-three respondents (49.5%) had no opinion, thirty-three (31%) were satisfied, ten (9%) were neutral, two (2%) were dissatisfied and none were very dissatisfied.
For the next question respondents were asked how satisfied they were with Zinio’s selection of magazines. Two respondents skipped the question and fifty-one (48.5%) of those that answered had no opinion. Twenty-five respondents (24%) were satisfied, nineteen (18%) were very satisfied, ten (9.5%) were neutral and no respondents were either dissatisfied or very dissatisfied.
For the next question respondents were asked how satisfied they were with the look and feel of Zinio’s software. Three respondents skipped the question and fifty-one of those that answered had no opinion. Thirty-five respondents (33.5%) were satisfied, nine (8.5%) were neutral, eight (8%) were very satisfied, one (1%) was dissatisfied and none were very dissatisfied.
For the next question respondents were asked how satisfied they were with the reliability of Zinio’s software. Two respondents skipped the question and fifty-one (48.5%) of those that answered had no opinion. Thirty-five respondents (33%) were satisfied, nine (8.5%) were neutral, eight (8%) were very satisfied, two (2%) were dissatisfied and none were very dissatisfied.
For the next question respondents were asked how satisfied they were with Zinio’s account setup experience. Two respondents skipped the question and forty-nine (47%) of those that answered had no opinion. Twenty-nine respondents (27.5%) were satisfied, thirteen (12%) were neutral, eight (7.5%) were very satisfied, four (4%) were dissatisfied and two (2%) were very dissatisfied.
For the final part of this section of the questionnaire respondents were asked a series of questions on their satisfaction with the libraries’ online newspaper service called Library Press Display. The first of these questions asked how satisfied respondents were with Library Press Display’s ease of use. One respondent skipped the question and fifty-five (52%) of those that answered had no opinion. Thirty-one respondents (29%) were satisfied, eleven (10%) were very satisfied, seven (7%) were neutral and one respondent (1%) respectively was either dissatisfied or very dissatisfied.
For the next question respondents were asked how satisfied they were with Library Press Display's selection of newspapers. Three respondents skipped the question and fifty-two (50%) of those that responded had no opinion. Twenty-one respondents (20%) were satisfied, nineteen (18%) were very satisfied, nine (9%) were neutral, three (3%) were dissatisfied and none were very dissatisfied.
Figure 59: Respondents’ Satisfaction with The Look and Feel of dlr Libraries’ Online Newspaper Software

For the next question respondents were asked how satisfied they were with the look and feel of Library Press Display’s software. One respondent skipped the question and fifty-three (50%) of those that answered had no opinion. Twenty-nine respondents (27%) were satisfied, ten (9.5%) were very satisfied, nine (8.5%) were neutral, three (3%) were dissatisfied and two (2%) were very dissatisfied.
For the next question respondents were asked how satisfied they were with the reliability of Library Press Display’s software. Three respondents skipped the question and fifty-three (51%) of those that answered had no opinion. Thirty respondents (29%) were satisfied, eleven (10.5%) were neutral, eight (7.5%) were very satisfied, two (2%) were dissatisfied and none were very dissatisfied.
For the final question in this section of the questionnaire respondents were asked how satisfied they were with Library Press Displays’ account setup experience. Two respondents skipped the question and fifty-three (50.5%) of those that answered had no opinion. Twenty-seven respondents (26%) were satisfied, twelve (11%) were neutral, nine (8.5%) were very satisfied, three (3%) were dissatisfied and one (1%) was very dissatisfied.

4.3.6 General Comments
The final question of the questionnaire asked respondents to write down any comments they might have on dlr Libraries’ digital resources. Thirty-four respondents chose to leave comments and these can all be found in the Appendix. Seven respondents commented that they were completely unaware of the service before taking the questionnaire, one that they had only been aware of OneClickDigital and one that they were aware of the service but felt it was underpromoted. Five respondents requested training on how to use the service in their comments. Three respondents commented on the fact that the service was incompatible with the Kindle. Four respondents commented on the stock selection. One requesting more Irish authors, magazines and newspapers, one requesting more
international newspapers and two requesting more e-books. Three respondents reported having difficulty with the software. Two respondents requested better instruction being available, one looking for all the instructions in one place and the other for a one-stop helpdesk or a live chat on the website. Four respondents left general positive comments about the service.

5. Discussion

5.1 Introduction
In this chapter the primary data that was outlined in the previous chapter will be analysed and discussed in relation to the research question and the research objectives and with reference to the literature review.

To reiterate, the question proposed by this research is:

“What is the awareness and usage habits of dlr Library’s digital content among the libraries’ active users?”

The four research objectives of the research are:

1. Discover the level of awareness of dlr Libraries’ digital resources amongst its users.
2. Discover the level of usage of dlr Libraries’ digital resources and the usage habits of those users.
3. Discover what the level of satisfaction is with the service amongst its users.
4. Discover what is the demographic make-up of the users of dlr Libraries’ digital services, based on age and gender, and how this compares to that of active library members as a whole.

5.2 Awareness of dlr Libraries’ Digital Services
PEW Research Center’s report in the USA in 2013 on library services in the digital age found that the majority of those surveyed (57%) were unaware that their library lent e-books (Zickuhr et al, 2013, p. 51). Hockey’s study on e-books in Hampshire public libraries found that only twelve of the thirty-two library users questioned (37.5%) were aware of their
library’s e-book service (Hockey, 2012). This seemed to underlie a need for public libraries to promote their digital services.

The results of the questionnaire run somewhat contrary to the findings of the PEW Research Center and of Hockey as the majority of respondents (68%) were aware of dlr Libraries’ e-book services and only 21% were unaware of any of the libraries’ digital resources (figure 7). This could indicate that dlr Libraries have been more effective in promoting their digital services.

The study by McKnight et al (2008) in Essex County Libraries found that the vast majority of respondents to their questionnaire had found out about the libraries e-book service by browsing the libraries website. The study by Martindale et al (2015) in Derbyshire Libraries found that 37% of their respondents first discovered the service that way which was the largest response.

The results of the questionnaire for this dissertation show a similar trend with a slim majority of respondents (51%) discovering dlr Libraries’ digital resources from visiting the library’s website (figure 12). Also noticeable is that a sizeable minority (22%) discovered the resources from being told about them in the library. Martindale et al (2015) found that 30% of their respondents became aware of the e-book service from information in the library. There was no distinction made in that survey between advertisements displayed in the library and being told about the service by staff. These large minorities underline the importance of frontline staff making users aware of the service, especially when signing up new members.

In the interview conducted for this research, with the dlr Librarian overseeing the libraries’ digital resources, she mentioned that the BorrowBox service now receives most of the funding for e-books and e-audiobooks with new titles being added every month via a consortium of all the Irish public libraries. As we shall see in the next section, OverDrive is still the most used of dlr Libraries’ e-book and e-audiobook platforms yet it receives far less funding than it used to. The larger budget for new titles that BorrowBox has over OverDrive most likely isn’t apparent to users of OverDrive. If users aren’t using BorrowBox they won’t see the collection growing. The librarian mentioned that Bolinda, the company behind BorrowBox, offered to create a newsletter with newly added titles to be distributed to
library users. In the comments section of the questionnaire one respondent suggested a quarterly e-bulletin with new titles. This would be an inexpensive way of spreading awareness of the expansion of the service.

Also worth remarking on is the very few number of respondents (2%) who became aware of the services through dlr Libraries’ social media. The dlr Libraries’ librarian interviewed for this research remarked that she felt advertising the service on social media was ineffective as most users of social media would be already familiar with the services. This view is borne out by the very low number of respondents who discovered the services this way.

5.3 Usage of dlr Libraries’ Digital Resources
The PEW Research Center report found that only 5% of recent library users in the United States borrowed e-books (Zickuhr et al, 2013, p. 51). Only one of the library users surveyed by Hockey (2012) used Hampshire Libraries e-book collections. The results of the questionnaire in this research stand in marked contrast to those findings with barely a majority of respondents (51%) having never used the e-book services (figure 14). What’s more, of those users who were aware of the libraries’ e-book services only 34% had never used them (figure 15). The e-books and the e-magazines were the most used of dlr Libraries’ digital resources with fifty and forty-nine respondents respectively having used them some time in the past. However, it’s worth noting that only 25.5% of respondents who were aware of the libraries’ e-magazine service had never used it and 27% of those respondents use the service monthly (figure 29). Of the four digital resources that are the subject of the questionnaire the e-magazine service shows the largest proportion of usership amongst respondents who are aware of the service. The e-magazines are, therefore, one of the most used of dlr Libraries’ digital resources at the same time as being the least known about with only 56% of respondents being aware of the service (figure 7). The significance of these figures and potential causes for them will be explored more fully below in the section on user satisfaction with dlr Libraries’ digital resources.

The PEW research report also found that 23% of Americans use e-books. The research for this dissertation only targeted library users and one would expect a much higher proportion of e-book readers in this population than in the population at large. Indeed, this is found to be the case with only 39% of respondents having never read an e-book (figure 37). Of the
61% who say they have read e-books about a quarter of them (fifteen respondents) have never used dlr Libraries e-book collection (figure 16). Part of this is due to lack of awareness with five of the fifteen respondents being unaware of the service (figure 8). Six of the fifteen had also been unable to use the e-book service in the past (figure 35). A reason why some of them were unable to use the service may have been the lack of compatibility of the service with the Kindle with five of the fifteen selecting the Kindle as the device they mostly use to read e-books (figure 40). Part of the reason for the large number of respondents who use the e-book services in dlr Libraries may be due to the rise of the tablet as an e-book device at the expense of dedicated e-book readers such as the Kindle.

In Derbyshire Libraries Martindale et al (2015) found that 55% of their users used dedicated e-readers to read e-books. From the results of this questionnaire only 17% chose a dedicated e-reader as the device they would most likely use to read e-books (14% chose Kindle and just 3% chose an e-reader other than the Kindle) (figure 39). The dlr Libraries questionnaire included respondents who don’t read e-books at all, however, which the Derbyshire questionnaire didn’t. Even when the respondents who don’t use e-books are removed, though, still only 25% of respondents mostly use a dedicated e-reader to read e-books. This large discrepancy may be somewhat mitigated by the fact that in the Derbyshire survey respondents could pick multiple answers but in the dlr Libraries questionnaire respondents were picking only the device they use most. When the respondents who don’t use e-books is removed we find that 46% of respondents who use e-books use a tablet to read them. This reflects the trend reported by the Nielsen Company who found the sale of e-books for tablets rising rapidly at the expense of e-book sales for dedicated e-readers (Nielsen company, 2016, p. 36).

The growing prevalence of smartphones as a reading tool, as alluded to by Somipam et al (2015), can be seen in the results of the questionnaire with fifteen of the sixty-eight respondents who read e-books (figure 39) saying they use a smartphone to read them. About the same amount as say they use a Kindle (fourteen). But where the ubiquity of smartphones really shows itself is in the use of e-audiobooks with thirty-three out of the fifty-four respondents who listen to e-audiobooks listening to them on a smartphone (figure 42). According to the questionnaire results, thirteen respondents who use e-audiobooks don’t use the libraries’ e-audiobook services (figure 21) but this is largely due to lack of
awareness as only four of those thirteen respondents were aware of the library’s e-audiobook services before taking the questionnaire (figure 9).

McKnight et al (2008) found that the most popular category of e-book amongst the respondents to their survey was General Fiction. General Fiction didn’t feature as an option in the questionnaire for this research but the most popular category of e-book and e-audiobook was Literature, chosen by 56% of respondents (figure 44), which is probably the nearest equivalent to General Fiction out of the options provided. Where the results for this questionnaire differ most markedly from McKnight et al’s study is in the second most popular category of e-book and e-audiobook. A majority (54%) selected Biography & Autobiography, making it almost as popular as literature amongst the categories and easily the most popular non-fiction category. Science Fiction & Fantasy was a popular category with 20% of respondents selecting it but this is still a far lower proportion than that found in Essex County Libraries. The very low selection by respondents of Business & Careers and Computer Technology (3% and 7% respectively) suggests that respondents use the libraries e-book collection largely for leisure reading.

The dlr Libraries librarian said during the interview that OverDrive was the most popular of the e-book and e-audiobook platforms that the library provides access to and this is evident from the results of the questionnaire with 26% of respondents selecting it as the program they would most likely use (that’s 51% of respondents who use the libraries’ e-book and e-audiobook collections) (figure 43). The librarian also commented that she felt use of OneClickDigital was in decline. However, results from the questionnaire show it to be slightly more popular still than BorrowBox with eight respondents selecting OneClickDigital to BorrowBox’s six. The librarian remarked that less money is now being spent on expanding the libraries’ collection on OverDrive while BorrowBox’s collection is expanding every month with new releases. This trend may not be apparent to users which highlights the need for greater promotion of the BorrowBox service, perhaps on the part of the LGMA.

5.4 Satisfaction with dlr Libraries’ Digital Resources
The PEW Research Center report (Zickhuhr et al, 2015, p. 51) and Martindale et al (2015) both identified the selection of e-books as a cause for dissatisfaction with public library digital resources. This dissatisfaction is not seen amongst the users of dlr Libraries e-book
services according to the questionnaire, with only 6% of respondents claiming dissatisfaction with the libraries’ selection of e-books (figure 47). In Essex County Libraries McKnight et al (2008) found that over half the respondents rated the selection of e-books on OverDrive as very poor to average. In dlr Libraries, when the respondents who gave no opinion are excluded, 35% of respondents identified themselves as very dissatisfied to neutral with the libraries’ e-book selection (although no respondent selected very dissatisfied). There is evidently some dissatisfaction with the e-book selection, with two respondents mentioning it in the comments section of the questionnaire and one requesting more Irish authors, but by and large the selection of e-books is not an issue with dlr Library e-book users. Over 70% of respondents who gave an opinion were either satisfied or very satisfied. So, despite the licensing difficulties and the expense of popular titles, as described by Acedo et al (2014), dlr Libraries’ have managed to create an e-book library that largely satisfies its users.

It has been mentioned above that dlr Libraries e-magazine service, Zinio, has the largest proportion of users amongst respondents who are aware of the service. The aspect of the service that users seem to be most satisfied with is the selection of magazines. Not a single respondent was dissatisfied or very dissatisfied with the magazine selection and only ten of the fifty-four that gave an opinion, less than 20%, were even neutral (figure 53). So, over 80% of respondents with an opinion were either satisfied or very satisfied. Users of Zinio are not subject to the one-user-one-copy system, described by Zubac and Tominac (2014), where only one user can have access to an item at a time. All of Zinio’s magazines can be accessed simultaneously by all its users. This may be a major cause of there being no registered dissatisfaction with the magazine selection. Also, Zinio, like BorrowBox, is accessible to the members of all public library authorities in Ireland through the LGMA. It is therefore funded by a consortium of all the library authorities and the LGMA which allows for a larger selection than one authority on its own could afford. In the case of borrowBox, the larger collection available through funding for the consortium is somewhat counterbalanced by the larger number of users as popular titles quickly become unavailable due to one-user-one-copy. Zinio doesn’t have this problem so the consortium is nothing but a benefit.
For the e-book and e-audiobook services the cause of most dissatisfaction was account setup experience. The number of people dissatisfied was still small with only seven (15%) of those with an opinion being dissatisfied and three (5%) being dissatisfied (figure 51). It, nevertheless, indicates that the greatest frustration lies with this initial contact with the service. Nineteen respondents had tried and failed to use dlr Libraries e-book services in the past (figure 34), that’s 18% of the one-hundred-and-seven respondents to the questionnaire. O’Connell and Haven (2013) describe all the technical hurdles involved in setting up a device to download e-books from the library as “bewildering”. Especially since the setup and download process is different for each type of device. They tackled this issue by running instruction classes in their libraries on how to use the services. From the interview with the librarian who oversees dlr Libraries’ digital content, conducted for the present research, one of things she mentioned was that library staff in dlr Libraries have provided classes like this for their users in the past and she would like to see them run again. She also mentioned that the users of Fingal libraries’ digital resources can access all the services through one app. One of the questionnaire respondents remarked in the comments section that they would rather that the library spent their resources on just one of the e-book and e-audiobook services as they haven’t space on their smartphone for three apps.

5.5 Demographics of users of dlr Libraries’ Digital Resources

A report by the Children’s Research Centre found that Library usage in Ireland declines sharply amongst teenagers and people in their early twenties (McGrath et al, 2010, p. 6). This is accorded by the fact that only ten of the one-hundred-and-seven respondents to the questionnaire were aged 15 to 24 which is the age bracket with the smallest number of responses (figure 2). Also, whereas the majority of respondents (52%) say they visit the library every week (figure 3), only one of the ten respondents aged 15-24 visits the library weekly, the rest visiting monthly (figure 5). Biggs and Calvert (2013) argue that young people who don’t visit the library can still interact with it virtually and results from the questionnaire show evidence that this is happening. Of the ten respondents aged 15 to 24 all but one of them were aware of the libraries’ e-book, e-audiobook and e-magazine services (figure 10). What’s more, all nine of those aware of the libraries’ e-book services
use the services at least four times a year (figure 17). This suggests that the proportion of library users aged 15 to 24 who use the libraries’ digital resources is far larger than that of any other age group. In a study in the United States Hughes-Hassell and Rodge (2007) found that magazines were the favourite reading material of urban adolescents. The study by the Children’s Research Centre also cited magazines as being among the favourite reading materials of young people in Ireland (McGrath et al, 2010, p. 19). This wasn’t reaffirmed by the questionnaire as the e-magazines were less popular than the e-books and e-audiobooks with four respondents aged 15-24 having never used them (figure 30). Ten is a small sample though so further research is needed there. If the libraries are looking to build their e-book and e-audiobook collection with an aim to attracting more young people to the service it is worth noting that the most popular category of e-book and e-audiobook amongst this group was Historical Fiction, with seven of the ten selecting it. Teen fiction was also popular, being selected by six of the respondents (figure 45).

The increase of mobile reading amongst young people, identified by Somipam et al (2015), can be seen from the statistic that a much higher proportion of respondents aged 15-24 most likely use a smartphone to read e-books (figure 41). Only two of the respondents selected a dedicated e-reader such as a Kindle.

People over 55 were seen from the survey to be heavy library users with over half of them (twenty-one of thirty-nine) saying they visit the library weekly (figure 4). Most of those users were at least aware of dlr Libraries digital resources with only nine (24%) not being aware of any of the services (figure 11). Usage, however, was low with none of the four digital resources having been used by more than a third of respondents aged 55 and over (figures 18, 23 and 27). This sharp contrast between the usage of the service amongst respondents over 55 and those aged 15-24 may be a manifestation of the separation between ‘digital natives’ and ‘digital immigrants’ described by Wang et al (2013). Five of the four respondents who requested training on the service, in the section of the questionnaire for general comments, were over 55. About a quarter of this group (ten of thirty-nine) had tried and failed to access the service in the past (figure 33). This mirrors the statistic given in the Library Journal which saw 23% of people who attempted to borrow an e-book in the United States failed to do so (Polanka, 2011). However, it is actually a lower proportion than that of
all age brackets which saw 30% of respondents fail in an attempt to use the service in the past (figure 32). This suggests that a large number of people over 55 are aware of the service but aren’t interested in it or are too intimidated to even try it.

6. Conclusion

6.1 Introduction
This chapter will provide a reflection of what was discovered from the research in the context of the research question and the research objectives. It will also render some recommendations informed by the results of the research.

The research question was:

“What is the awareness and usage habits of dlr Library’s digital content among the libraries’ active users?”

The research objectives utilised to answer this question were:

1. Discover the level of awareness of dlr Libraries’ digital resources amongst its users.
2. Discover the level of usage of dlr Libraries’ digital resources and the usage habits of those users.
3. Discover what the level of satisfaction is with the service amongst its users.
4. Discover what is the age demographic of the users of dlr Libraries’ digital services and how this compares to that of active library members as a whole.

6.2 Summary of Findings
The dissertation was successful in discovering all four of its objectives. The awareness of dlr Libraries’ digital resources is generally high amongst its users with only 21% of users not being aware of any of the services. Some work could be done though, as some library users who professed interest in the resources had not been aware them before taking the questionnaire. The high awareness is despite the fact that little is done by way of direct promotion of the service. Most users discover the service themselves from visiting the libraries website or else they are informed of the service by library staff when they visit one
of the branches. The largest number of users rate the libraries’ efforts at raising awareness as average.

Usage of the service is also quite high. Most of the respondents had not used any of the digital services but the number who had was close to half which is far higher than was found in similar studies. E-books were the most used of the libraries’ digital resources but when the respondents who weren’t aware of a service were subtracted from the number of non-users of that service it was found that e-magazines had proportionally the largest number of users. A quarter of respondents who used e-books did not use the libraries’ e-book services. This was shown to be partially due to lack of awareness but also due to the fact that the libraries’ e-book services aren’t compatible with the Kindle. Tablets were seen to have overtaken e-readers as the most popular device with which to read e-books amongst respondents. Smartphones were a close third, behind Kindles and other e-readers, and the vast majority of e-audiobook users listened to them on their smartphone.

Satisfaction with the service was also relatively high. As the survey targeted all library users, including those unfamiliar with dlr Library’s digital resources, the majority of respondents had no opinion when asked their satisfaction levels but for those who expressed an opinion most were satisfied or very satisfied with all the aspects of the services they were asked about. The highest level of dissatisfaction was with the account setup experience which suggests a lot of respondents had technical difficulties when trying to access the services. In fact, 30% of respondents had attempted and failed to use one of dlr Libraries’ digital resources in the past. The highest level of satisfaction was with the selection of e-magazines with 46% of respondents who gave an opinion being satisfied and 35% being very satisfied.

An investigation of the age demographics of the users of dlr Libraries’ digital content revealed that, although respondents aged 15 to 24 are the age group that use the library the least, they are also the age group with the highest proportion of digital library users amongst them. Respondents aged 55 and over were shown to be heavy users of dlr Libraries but proportionally low users of the digital resources. The comments people from this age group made in the questionnaire shows that there is a desire amongst many of them to utilise the service but that they feel they would need some kind of instruction. The comments also show a great appreciation for the digital services amongst people of this age group who do use them.
6.3 Recommendations

The findings from the questionnaire show that awareness of digital resources is healthy amongst dlr Library Users but they could be improved. Several respondents commented that they were unaware of the resources before taking the questionnaire but, now that they know, are interested in utilising them. In the interview with the librarian who oversees dlr Libraries digital resources she commented about the general feeling at a recent meeting of the Online Services Committee was that the LGMA should initiate a national promotional campaign for the service. This would be a huge step in growing awareness and usage of the service as local library authorities lack the resources to widely advertise their services and this research has shown promotion for digital resources on social media is largely ineffective.

The scope of this research was limited to library users but promotion of digital resources could appeal to non-library users and, thus, help to grow library membership. The research showed that a higher proportion of library users aged 15 to 24 used the digital resources than was seen in any other age group. The resources clearly have an appeal, therefore, to this age demographic. According to a report by the Children’s Research Centre (McGrath et al, 2010, p. 6) library use declines sharply in Ireland amongst people in this age group. Raising awareness of the services could increase interaction with the library amongst this group to the mutual benefit of both.

A stumbling block to the wider use of dlr Libraries digital resources is the technical skills required to access it. Requests for instruction classes appeared frequently in the comments section of the questionnaire and the dlr Librarian interviewed for background research commented that such classes had been hosted in dlr Libraries in the past and expressed a desire to see them reintroduced. O’Connell and Haven (2013) described how positively these classes were received when they began running them regularly in Chatham Libraries in North Carolina. Ongoing regular classes, that people experiencing technical difficulties with the services could be referred to, would be a great benefit. Also, any way that the technical demands of the service could be simplified would be very welcome. For example, having all of the services available through one app as they do in Fingal Libraries.
7. Reflection

7.1 Introduction
This chapter consists of a reflection on my learning experiences and the skills that I have developed while undertaking the MSc Information and Library Management course and throughout the dissertation process. I will begin with a description of my personal background which led to my involvement with the course followed by a reflection on the knowledge skills I developed while progressing through the course. I will then contemplate my experiences of the dissertation process and how that has shaped my understanding. Lastly, I will reflect on how taking the course has position me for my future career.

7.2 Personal Background
My undergraduate degree was a Bachelor of Arts in English and Philosophy from UCD and upon completing it I was unsure where to look for a career. I saw a career guidance counsellor to help give myself direction and in my discussions with him the option of a career in libraries emerged. Libraries had always been close to my heart, being a voracious reader, and I felt that they suited my character and temperament. I began looking for vacancies in public libraries in Dublin and found that dlr Libraries were hiring temporary staff for the summer so I applied and was delighted to secure a three-month contract. I quickly found myself well suited to the job and felt I had settled on my career trajectory. I secured a permanent position the following November and I have been in that employment ever since. I was always conscious that in order to progress in my chosen career I would at some point need a qualification in library studies. For a long time I was put off from the idea of pursuing a Masters in library studies as I couldn’t afford to take a year from work and I was daunted by the prospect of working fulltime while studying for a Masters in the evening. There was also no immediate incentive as this was during the recession and there were no higher positions available in the public service. When the moratorium on hiring was lifted and positions in public libraries began to open again I felt it was time get the necessary qualification as I was eager to advance to a role where I’d have greater responsibility within the service and be able to use the wisdom of my experience to directly influence library policy.
7.3 Learning Experiences from The Course
I initially viewed the course as a means to an end being already decided on my career trajectory and just needing the necessary qualification to advance. I quickly found great satisfaction in my studies, however, and I very much enjoyed exercising the learning and critical thinking skills that I had developed at university but had been dormant for over ten years. Having worked in libraries so long I was fascinated by the Classification and Cataloguing course which made me appreciate the vital role that librarians play in ordering and classifying information to make it accessible to those who need it. I was struck by the contemporary relevance of the role of information professionals in the information age in parsing, ordering and verifying information so that it doesn’t get lost on the mountain of knowledge.

The various assignments I was obliged to do enhanced my ability to locate the materials I needed quickly and efficiently, discern the parts that were relevant, evaluate the information critically and use it cogently in the construction of an argument. I found the skills I was developing effecting my day job as I was better able to assist others in satisfying their information needs.

7.4 Experiences of the Dissertation
Since my background was in public libraries and that’s where I saw my future I was always keen to set my dissertation research within that area. The area of the libraries digital resources had interested me for a long time. When they first appeared as a service in public libraries I didn’t use them myself as I didn’t own an e-reader nor had I much interest in e-readers. However, as smartphones and tablets became more prevalent, and I had both, I was greatly impressed by the immediate access of so much material available for free at any time. I was curious about how aware people were of the service and how highly it was valued. I had found the initial setup experience cumbersome and wondered to what extent this stumbling block prohibited use of the service. These became considerations for my research.

My initial idea was to include all four of Dublin’s library authorities in the study: Dun Laoghaire-Rathdown, Fingal, South Dublin and Dublin City. Dublin City did not provide access to e-books or e-audiobooks prior to the national access being rolled out by the LGMA in 2016 whereas South Dublin had hosted the service since 2007. It seemed a good time,
therefore, to appraise the success of the service and compare usage between the four different authorities. I came to think that this might be too large a scope, however, and that I would be better off concentrating my attention to just one authority. I chose dlr Libraries for the obvious reason that, as a long time employee, I had good access.

When I came to study the literature around the subject area I found very little on the topic itself. There was more literature on digital resources in academic libraries which I didn’t feel was relevant to my research as the attitude of a student to online course materials would be completely different than an individual contemplating leisure reading. In terms of e-books in public libraries a lot of the research was about the licensing issues and, although this wasn’t directly relevant to the area of my research, I found it provided useful context by explaining the reasons for some of the limitations of the service.

Perhaps the most rewarding part of the dissertation was the analysis of the data. The software of Survey Monkey allowed me to filter the responses based on specific answers to specific questions meaning that I could easily check how many of respondents who say they read e-books, for example, also use the library’s e-book services. The more I filtered and contrasted responses like this, however, the larger chapter four of the dissertation became and I had to make serious decisions about what findings were most relevant to the research objectives.

7.5 The Future
I began the MSc Information and Library Management course with a clear understanding of my career goals. I wanted to achieve a Masters qualification in library studies so that I would be eligible to apply for the role of Librarian the next time there were interviews for the position in a Dublin public library. Although this is still my immediate goal I find my career options have opened widely and I would definitely consider changing course and applying for roles outside of public libraries. The Librarian as Teacher module helped me to realise the important role that librarians play in academic libraries, for example, applying their information skills to aid students in their research. I feel my future is far more open than it was before I took the course and I am consequently energised and exhilarated.
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Appendix A – Participant Information Sheet

A Questionnaire on dlr Libraries’ Digital Resources

Dear Participant,

This questionnaire is part of a research dissertation which is being carried out by John Mangan, an MSc Information and Library Management Student at Dublin Business School and also a library assistant in dlr Libraries.

The aim of the questionnaire is to investigate the awareness levels and usage habits of dlr Libraries’ digital resources amongst its patrons. If you are unfamiliar with dlr Libraries’ digital resources your response is still relevant to the research.

The questionnaire should take about 6-8 mins to complete. It is nearly all multiple choice. You can abstain from answering any question.

Your participation would be greatly appreciated. You can return completed questionnaires to the library desk or hand them to a member of staff.

Thank you for your time.

John Mangan
Appendix B – Questionnaire

1. What is your gender?
   - Male
   - Female

2. What is your age bracket?
   - Under 15
   - 15-19
   - 20-24
   - 25-34
   - 35-44
   - 45-54
   - 55-64
   - 65-74
   - 75+

3. How often do you visit the library?
   - Weekly
   - Monthly
   - 4 times/year
   - 2 times/year
   - Once a year or less
   - Never
4. Which of the dlr Branch Libraries do you use most often?

- Blackrock
- Cabra
- Dalkey
- Deergrange
- The Lexicon (Dún Laoghaire)
- Dundrum
- Shankill
- Stillorgan

5. Of the following digital resources available from the dlr Libraries' website please tick the ones you are aware of.

- e-books
- e-audiosbooks
- e-newspapers
- e-magazines
- None

6. If you were already aware of dlr Libraries's digital resources, how did you become aware of them?

- From being told about them in the library
- From visiting the website
- From the library's social media accounts
- From advertisements within the library
- From word of mouth
- Other (please specify)

7. How would you rate dlr Libraries' efforts at raising the awareness of their digital resources?

- Excellent
- Good
- Average
- Poor
- No opinion
8. How often, if ever, do you use the following of dlr Library’s digital resources?

**e-books:**
- Weekly
- Monthly
- 4 times/year
- 2 times/year
- Once/year or less
- Never

9. e-audiobooks:
- Weekly
- Monthly
- 4 times/year
- 2 times/year
- Once/year or less
- Never

10. e-newspapers:
- Weekly
- Monthly
- 4 times/year
- 2 times/year
- Once/year or less
- Never
11. e-magazines:

- [ ] Weekly
- [ ] Monthly
- [ ] 4 times/year
- [ ] 2 times/year
- [ ] Once/year or less
- [ ] Never

12. Have you ever attempted to use one of dlr Libraries' digital services but found you couldn't?

- [ ] Yes
- [ ] No

13. If yes, which of dlr Libraries' digital services were you unable to use? (tick as many as relevant)

- [ ] e-books
- [ ] e-audiobooks
- [ ] e-newspapers
- [ ] e-magazines

14. How often would you read an e-book, including ones not gotten through the library?

- [ ] Weekly
- [ ] Monthly
- [ ] 4 times/year
- [ ] 2 times/year
- [ ] Once/year or less
- [ ] Never
15. How often would you listen to an e-audiobook, including ones not gotten through the library?
- [ ] Weekly
- [ ] Monthly
- [ ] 4 times/year
- [ ] 2 times/year
- [ ] Once/year or less
- [ ] Never

16. If you read e-books, what type of device would you most likely read them on?
- [ ] Smartphone
- [ ] Tablet
- [ ] Laptop or PC
- [ ] Amazon Kindle
- [ ] e-Reader other than a Kindle
- [ ] I don’t read e-books
- [ ] Other (please specify)

17. If you listen to e-audiobooks, what type of device would you most likely listen to them on?
- [ ] Smartphone
- [ ] Tablet
- [ ] Laptop or PC
- [ ] MP3 or iPod
- [ ] I don’t listen to e-audiobooks
- [ ] Other (please specify)

18. If you use dlr Libraries’ e-book and e-audiobook collections what program would you most likely use?
- [ ] OverDrive
- [ ] OneClickDigital
- [ ] BorrowBox
- [ ] All of them
- [ ] I don’t use them
19. How satisfied are you with the following aspects of your libraries’ e-book and e-audiobook services?

Ease of use:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- No Opinion

20. Selection of e-book titles:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- No opinion

21. Selection of e-audiobook titles:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- No Opinion

22. Look and feel of the software:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- No opinion
23. Reliability of the software?
   - Very Satisfied
   - Satisfied
   - Neutral
   - Dissatisfied
   - Very dissatisfied
   - No opinion

24. Account setup experience:
   - Very Satisfied
   - Satisfied
   - Neutral
   - Dissatisfied
   - Very dissatisfied
   - No opinion

25. Please tick all the e-book and e-audiobook collections you use from the following list:
   - Historical Fiction
   - Humour
   - Junior Fiction
   - Teen Fiction
   - Literature
   - Romance
   - Science Fiction and Fantasy
   - Biography and Autobiography
   - Business and Careers
   - Computer Technology
   - Cooking and Food
   - Geography
   - Health and Fitness
   - History
   - Science and Nature
   - Self-improvement
   - Travel
26. How satisfied are you with the following aspects of Zinio, dlr Libraries' online magazine service?

Ease of use:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

27. Selection of magazines:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

28. Look and feel of the software:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

30. Account setup experience:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion
31. How satisfied are you with the following aspects of Library Press Display, dir Libraries’ online newspaper collection?

Ease of use:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

32. Selection of newspapers:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

33. Look and feel of the software:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

34. Reliability of the software:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion
35. Account setup experience:
- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- No opinion

36. If you have any comments about dlr Libraries' digital services please write them here.
## Appendix B – Questionnaire Comments

I would prefer if all the resources for e-books and audiobooks went towards one provider rather than three. I can't justify three apps taking space on my phone so I just keep overrive.

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Do you provide training on how to set up and use digital resources?

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If libraries continue to over promote the use of technology in borrowing and returning books etc, there will be no need for human librarians, no human contact especially for old and very young users so BEWARE

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Should have a better selection of Irish authors, magazines, newspapers

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You can't use a Kindle with the services

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It's a shame the e-book service isn't compatible with the Kindle

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Staff helpful in assisting with problems. Look forward to more e-books being available.

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Never got to download the magazine side of it. Only I use it for loan update.

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I am not aware of the software available

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They are very well organised

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Ask to do one thing another comes up and you cannot get back to beginning. Not happy. When looking for authors almost always it says 'maybe spelling wrong?! Can it not say don't have that author in library digital? I know they are in hard copy in library, why not there as well?

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A one stop help desk or live chat on the website would be useful

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An e-bulletin with new added titles quarterly might be useful

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I am not familiar with the digital resources. I would like more information and help with raising my awareness

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I am not aware of them and would need some training to use them

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More International newspapers

8/5/2017 2:28 PM

Instructions for all services in the same place online. Greater selection of ebooks. Compatible with Kindle for ebooks please.

7/21/2017 4:40 PM

View respondent’s answers

2010 can be tricky to log into, difficult to remember if you log in using email, barcode or username. BorrowBox audiobooks could be alot easier to download. It isn’t straightforward downloading zip folder which then has to be extracted to unzip the files and moved to your device too. Many steps basically if you’re not using the app. Very good service overall.

7/26/2017 7:20 PM

View respondent’s answers

Really love the New library. 2/3 times a wk I drop in. Just hope I never go blind!

7/13/2017 5:59 PM

View respondent’s answers

I use Dun Loughaire Library every week and read 5 books per week. I hate audio books and ebooks. I am a writer and real books are very important to me. I would like to see more books written in foreign languages and I speak 3 other languages besides English. I hate the feel of kindles and ebooks etc. so I dont think this form was meant for me.

I think more work can be done to get the word out about these resources. Many people I speak to have no idea that there is such a wealth of material available - free - through library membership. And are then keen to sign up - it’s an easy “sell”. Use the Pavilion and Lexicon “Library Values” and other events to publicise this strand of library services?

7/12/2017 12:26 PM

View respondent’s answers

I borrow many playaway audio titles. Great gadget can listen easily and anywhere. Please keep it going. Difficult to print out knitting patterns / charts from knitting e-magazines

7/12/2017 10:10 AM

View respondent’s answers

bit more support to help people get online & connected would be great.

7/11/2017 9:42 PM

View respondent’s answers

Only know one click digital. Never heard of other services. Best kept secret ever.

7/11/2017 7:40 PM

View respondent’s answers

I had never realised that these services are available but am very interested, especially in audiobooks. I’ve ticked all the subjects I would be interested in and put “no opinion” on many sections only because I don’t know the answers. Thanks for the info!

7/11/2017 7:54 PM

View respondent’s answers

Such a wonderful service and all free.

7/11/2017 7:20 PM

View respondent’s answers

I’m going to start making use of these resources. Not out and about much due to illness, didn’t realise these tedious sources were available. Delighted I looked at this survey.

7/11/2017 6:34 PM

View respondent’s answers

As u can see from above answers I really have no clue as to how to get set up and would find it very helpful if a class could be set up for noodies like me to keep up with technology.

7/11/2017 5:35 PM

View respondent’s answers
My husband reads the ebook and audiobooks and I hope I may do so soon. On the meantime I am delighted with the lexicon service of getting in hard to find nonfiction research book I can borrow on a short library loan. Fantastic service! I am e and digital for so many things this survey has raised my awareness of library potential. Hope I could access JSTOR Irish collection-mentioned it to librarian some time ago so it might even be available by now-thanks for reminding me and I hope to ask again soon!

7/3/2017 10:49 PM
View respondent's answers

:) 7/3/2017 9:49 PM
View respondent's answers

Found it a little difficult becoming acquainted with the different services but fully satisfied when I got the hang of it. Love the newspapers when I'm abroad!

7/3/2017 7:51 PM
View respondent's answers

I didn't know anything about them, nor that they are available. I look forward to finding out at my next trip to Stillorgan. Many thanks

7/3/2017 5:57 PM
View respondent's answers

Wasn't really aware of them but will make a point of looking out for them from now on.

7/3/2017 5:41 PM
View respondent's answers

When searching, it seems that you have to go from page 1 to 2 to 3, etc. Would like to finish search & go back next day & start at page 4. It doesn't seem to give this option. I mainly search for newly purchased e-books. I start at beginning (page 1) or end but never seem to get to middle pages.

7/3/2017 3:32 PM
View respondent's answers