

# Salay Community College Online Library Resources Through Social Media: Evaluation and Improvement

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## ABSTRACT

Social media has become an innovative educational and marketing tool for libraries to boost awareness and provide their clients with effective and efficient resources and services. The COVID-19 pandemic pushed Salay Community College Library to adopt social media to connect and support the information needs of its clientele. Facebook, in particular, is widely used by public and academic libraries, making it the most popular and logical social media network for creating library awareness and marketing resources and services by libraries worldwide. This study delved into evaluating and enhancing Salay Community College's online library resources and services through social media. A quantitative research design, particularly a descriptive correlation

method, using a survey questionnaire with 563 respondents randomly selected from the community of Salay Community College. There are twenty-four (24) identified Open Educational Resources (OER) and two (2) online services offered. Findings revealed that respondents exhibit a high level of awareness for specific online resources, such as the Open Library, with a mean score of 3.123. Additionally, resources like Internet Archives, ManyBooks, and Open Textbook Library fall within the range of moderate awareness. Furthermore, resources like American Spaces eLibraryUSA, EBSCO Open Dissertations, and JSTOR are identified as falling into the slightly aware category, with mean scores ranging from 1.5 to 1.9, indicating a relatively lower level of awareness among users. These findings contribute to understanding the awareness landscape of online resources and highlight areas for improvement in promoting awareness among users. This study examined the awareness levels of two prominent online services, Facebook Page and Messenger. Through quantitative analysis, mean scores above 3.0 are observed for both services, indicating a relatively high level of awareness among respondents. The result showed that these online services' awareness levels provide valuable insights for organizations aiming to enhance their online presence and engagement strategies. The result revealed the utilization patterns of online resources and services among students and faculty members, focusing on the platforms' accessibility and utilization. The study revealed that Open Library and Open Textbook Library exhibit high utilization levels, indicating active engagement with online resources among respondents. Facebook Page and Messenger emerged as highly utilized platforms, with mean scores of 3.34 and 3.60, respectively, categorizing them within the "Very High" utilization categories. Student utilization is slightly higher than the faculty usage of online resources and online services, indicating that they are more actively engaged with online resources and services. The result showed that there is a significant relationship between awareness and utilization, implying that increasing awareness positively has an impact on utilization. The finding suggests a need to implement a marketing program to increase awareness of the higher level of utilization of online resources and services at Salay Community College.

**Keywords:** *Social media, academic libraries, online library resources, library services, user awareness, resource utilization, open educational resources, Facebook engagement, information communication technology, digital libraries*

## INTRODUCTION

The Academic Library has a vital role in supporting its institution by providing information to users. To meet the needs of its clients by acquiring information resources that support the curriculum offering of the institutions, libraries use a variety of technologies to assist with their services as a result of the advancement of information and communication technology. These technological advancements impact how libraries and information centers manage information. Presently, libraries are redesigning how they access, retrieve, store, modify, and distribute information to users. Academic Libraries all over the world are now utilizing Information and Communication Technologies (ICT) to provide clients with effective and efficient resources and services, while incorporating the fourth law of the Five Laws of the Library Science by S.R. Ranganathan, namely “Save The Time of the Reader”. Social media is one of the more popular components for this.

Social Media adoption is currently a tool of communication for Academic Libraries, acting as an innovative channel between libraries and users while making users aware of library resources and services. The implementation of social media in the Academic Library to provide resources and services is in trend, particularly when the COVID-19 pandemic hit last March 2020, issuing a lockdown on most institutions. The pandemic altered the way and approach of providing library services to information consumers even past the major lockdowns. Different organizations and libraries made numerous attempts to ensure that coronavirus transmission is limited while continuing to make significant efforts to promote programs and services to satisfy the client’s information needs.

Beyond this, the Academic Libraries in the Philippines felt the pressing need to keep up with present trends, and Salay Community College Library is not exempted. It supports the academic offering of Salay Community College; however, it has a checkered history in its development. While the library’s collection focused on printed resources and manual services, the COVID–19 pandemic pushed Salay Community College Library to adopt social media in providing resources and services to continuously connect, support, and provide the information needs of its clientele. Through social media, the SaCC Library was able to market the online resources available and online services offered to continuously support the informational needs of the clientele.

Thus, the prime objective of this paper is to evaluate online library resources and online services of Salay Community College through social media for improvement in terms of productivity and service delivery and change the level of interaction between the librarian and clientele. This also focuses specifically on the application of social media in giving awareness of online resources and online services.

### **Information Communication Technology and Academic Library**

Academic Libraries play a vital role in providing information needs and access to knowledge. To stay relevant and essential in the socially networked environment and to satisfy the clients, academic libraries must proactively embrace these technologies, whether from a small or a big institution, as a strategy to embrace the change. Information Technology (IT) improved the ability to access, store, and process information within Academic Libraries, changing how libraries think, organize, and operate as well as the library services information systems they manage (Peyala, 2011). The information technology revolution has simplified the process of searching and retrieving information. Meanwhile, Information Communication Technology (ICT) offers new ways to improve the effectiveness of an organization's management processes and improve its responsiveness to users (López, et al., 2009).

Libraries in the 21st century are attempting to keep up with a new generation of students accustomed to the digital world and instant access to information, potentially due to increasing access to e-resources. According to Shonfield (2003, as cited in Alicmas & Ramos, 2015), the facilities and services provided by libraries have grown to meet new cultural needs and interests amidst ever-accelerating technological change, especially in response to the development of information resources and Internet access.

Additionally, Anunobi and Edoke (2010), emphasized the importance of libraries as information delivery systems that support teaching, learning, and research using a variety of information resources. The traditional ways of library operations, with the advancement of ICT, the purchase of information resources, as well as their retrieval, became simple and easy. From the above viewpoint, consumers' interest in obtaining information shifted from print to e-resources. Ezeani and Eke (2012), the most applicable web 2.0 technology for library services is Social media networking tools, where librarians can freely interact with their clientele for information needs and can freely give feedback.

The Commission on Higher Education (CHED) updated and revised the minimum requirements for libraries of higher education institutions when the COVID-19 pandemic hit the country. Based on CMO No. 22, Series 2021, with ICT applications, libraries shall be re-defined, re-structured, and re-designed to be relevant and responsive to flexible learning modalities and modern educational needs. There is a need to shift collection and services to online mediums and in electronic or digital formats. Academic Libraries around the country have to comply with these requirements not just for compliance purposes but also to cope with the latest technologies and trends to make resources available and accessible anytime anywhere and user-friendly services. The concept of a physical library as a place to visit to get information was rapidly changing to social cyberspace where clients access, communicate, and contribute to knowledge and information three (3) years ago because of the pandemic but this is because Academic Libraries in the 21st century is characterized with collective knowledge creation and enabling technologies. A movement far away from the old stereotype, conventional and directional library services to users to be more dynamic, to a two-way communication environment characterized by open access, content creation, collaboration, and interactive social space where clients are free of access and contribute to knowledge.

For Salay Community College Library to comply with the CMO No. 22, Series 2021, and to continuously provide the information needs of its clientele, it adopted and implemented Open Access Resources. These are the electronic resources made available on the internet without licensing and copyright restrictions, including books, journals, theses, and more. Open Access has become popular as the prices of academic resources have grown significantly. However, academic libraries' budgets have not risen to meet these new expenses, one of these libraries includes the SaCC library. There are twenty-four (24) OARs that Salay Community College Library adopted to support the institution's curricular offering, as well as to meet and continuously provide the informational needs of its clientele.

### **Social Media and Academic Libraries**

Oxford Dictionary defines social media as “websites and applications that allow the users to create and share content or to participate in social networking”. It also refers to the “use of web-based and mobile technologies to communicate into an interactive dialogue” (Bradley, 2012, as cited in Jain, 2013). Brian Solis, one of the most influential authors about media, defines social media as the “democratization of information, transforming people from content readers into publishers. A shift from the broadcast instrument, from one to many, from a many-to-many model, rooted in authors, people, and peers” (Jain, 2013, p. 2) From all of the given definitions, Social media can be labeled as a collection of websites and mobile applications that will allow its users to create knowledge or information, and share in real-time for social interaction. It is a user-friendly, user centric, and driven marketing network. Social media shares a platform to create, percentage, interact, and exchange statistics and ideas in virtual groups and networks, permitting customers to create their content material, join, converse, contribute, and proportion scholarly as nicely leisure data.

It enables information sharing, and it's developed as a novel way of grabbing the attention of new customers. With its bendy nature of clean content creation and sharing, it enables the smooth replacement of documents and personal contact. Customers have the opportunity to actively engage in the production of the content material. It may be pretty educative in keeping the users abreast of the contemporary traits in their areas of interest and may facilitate open admission to know-how, series utilization, and discovery,

(Devan, 2020). Social media changed the traditional way of giving awareness to library clientele for library resources and services beyond the library's four walls anytime and anywhere. Within the past three (3) years for the duration of the COVID-19 Pandemic, it's proven a meaningful impact. Social media networks' function during the pandemic has increasingly elevated and played an important role in library offerings provision in which access to physical transactions is not allowed and is confined. Most libraries use one-of-a-kind varieties of social media networks to continuously talk and offer the statistics wished using their respective clients. Social media networks are a new effective form of social conversation in the course of the COVID-19 pandemic and come to be crucial tools for sharing information. Social media networks are unfettered and open systems where human beings can percentage information with human beings.

There are masses of social media networks being used by libraries to offer information. Some of these platforms are the following:

*Blogs* - Librarians use blogs to periodically post updates on the library's activities and share updates on a particular subject. It allows users to contribute to the content, they can write articles, raise a social issue, and get immediate responses from the users too;

*Facebook* - Most of the libraries hyperlink a number of their current occasions and happenings on FB for its users to be aware of the library's updates. Since Facebook is one of the most popular social networking sites and it's more librarian-friendly;

*Instagram* - Academic libraries are using this platform to publicize events;

*Twitter* - Librarians can utilize this platform to type short messages to keep its clients updated on daily activities, and

*YouTube* - The libraries can share videos of their events, programs conducted, and the latest happenings in the library.

With these platforms, libraries can interact and hook up with every library client. Social media networks have proven the ability to facilitate relationships between libraries, librarians, and library customers anywhere the clients can be accessed 24/7.

Research published by Taylor and Francis Group in 2014 revealed that 70% of libraries globally are already using social media. Empirical studies on Social media use in many countries found that Facebook is the most widely used social media platform by public and academic libraries (Alvonoudi & Vonaza, 2019). Undoubtedly, Facebook appears to be the most popular and logical social media network used widely for creating library awareness and marketing resources and services. Facebook is a free social media site where a librarian can inform the community to be aware of library events and updates. Fundamentally, the Facebook Page provides a marketing tool for the resources and services available to the clients. This also implies that Facebook is a new tool to present new and powerful services. Facebook is also user-friendly.

Social media has had a profound impact on libraries, with the integration of social media tools into library services becoming increasingly essential. Libraries are striving to make themselves more accessible and user-friendly by employing social media platforms to enhance the quality of their services and connect with their users more effectively. This integration allows users to engage with librarians to seek information about library resources and services. Oyetola et al. (2023) study revealed that social media is a platform for communication and its applications have been widely used for information gathering and dissemination, collaborative learning, and development of online social and professional networks. Emezie and Nwaohiri (2016), concur that social media has transformed user expectations and enhanced the role of librarians. It is regarded as one of the most significant innovations of the 21st century, enabling libraries to deliver services to users in remote locations. According to Howard et al. (2018), social media offers a platform for users to express their needs, and demands, and search for relevant content. According to Khan's (2022, as cited in Oyetola et al., 2023) study, social media offers connection and engagement to the academic

community. Through social media, libraries may engage their users on relevant topics and can give opportunities to contribute, especially when it comes to concerns that have an impact on library services. Asnafi et al. (2017), notes the utilization of mobile-based social networks by Iranian libraries to promote their services within the community, providing an easily accessible way to assist users at various levels. Verma (2015), elaborates on the impact of social networking sites, allowing library users to search, access, share, and retrieve information from library staff. Social media also facilitates online reference services and promotes library products to their customers.

The Salay Community College Library utilized Facebook Page application to market the Open Access Resources available in the library to make it aware of its clients and to uplift resources and services. For the Salay Community College Library Facebook Page, the links of the various OARs are posted and introduced in a precise manner for the clients to have an idea of what it is all about and other information about the library services, upcoming events and updates, and many more.

The Salay Community College Library also utilizes Facebook Messenger application, an instant messaging app and platform to communicate with the library clientele where clients can message for library-related inquiries, such as, by asking about the availability of specific information or resources and other concerns that the library can help or assist its clientele.

### **Library Online Resources and Services: Awareness and Utilization**

Today's Academic Library must integrate and provide a variety of resources and services to support the information needs of its clientele. Online resources and services create new standards for library activities and services. Accessibility online is widespread in today's scenario and library clients are using more online resources. Students' information-seeking behavior has moved toward online information resources as well (Esew et. al, 2014, as cited in Nawaz et al, 2022). According to Nawaz et al. (2022), there is a strong relationship between the awareness and use of digital information resources, and have become the most accepted preference for researchers to keep abreast with new information in their field of interest. Ekere et al. (2016), showed various services provided at the digital libraries which include: online internet search services; e-mail services; online reference services; online cataloging and classification services; customer care services; management of online databases; Subscription services; awareness and workshop services; Audio and video communication services; newsgroups/dialogue databases; electronic document delivery Services; Interoperability services; Technical training in ICT for staff and users; online interlibrary services; digitized finding aids such as online indexes and bibliographies and online cataloging and classification services.

Online resources and services have become a vital need of a library, providing efficient and updated information, and helping to support the VMGO of an institution. Online library resources can be accessed no matter where you are, you still have access to most of the resources and services. These are the information resources made available and accessible to clients through the use of a computer, android phone, or other devices that are connected to a network. These include but are not limited to e-books, e-journals, and online databases. Online services include but are not limited to chat/IM through Facebook Messenger, email, and Instant Text Messaging.

Osinulu's (2020), study showed that the respondents were not well-informed of the available electronic information resources which largely resulted in low awareness and usage. A study on students' perception in the University of Nigeria, Library Nzukka by Igbo and Imo (2013), revealed a negative perception caused by low awareness, and low level of utilization. The Internet was identified as a preferred medium of access using online resources (Kumar & Singh, 2011) and a crucial part of electronic services in academic institutions (Bhat & Mudhol, 2014). Igun, (2006, as cited in Adewole & Batagara, 2013), agreed with the assertion that the Internet is satisfying students' hunger for knowledge and further research. In a study by Oghenetega (2014), it was found that students' low usage of online resources was due to the non-availability of online databases, lack of formal training in internet skills, slow bandwidth, and slow

servers. Other issues associated with the low use of online resources among undergraduates in previous studies include lack of awareness, ineffective marketing strategy, and inadequate training, (Daramola, 2016; Gana & Ajibili, 2013; Igbo & Imo, 2013; Mawere & Sai, 2018), lack of competence, poor infrastructure, low level of access and use of free online resources (Adewole & Batagarawa, 2013; Enwanta & Nwalo, 2013); uncooperative attitude of staff and loss of password (Bashorun et al., 2011; Yebowaah & Plockey, 2017). It is recognized that online resources are progressively being embraced in academic libraries worldwide adding value to learning, and are becoming more and more important for the academic community (Egberongbe, 2011). Therefore, awareness of these information resources as well as providing revolutionary library services is of paramount importance to library development in the 21st century.

In another study, Sinh and Nhung (2012), argue that user behavior will influence the usage of electronic resources and that factors that influence the usage of resources are the purpose of usage, preferred types of materials, ways to learn the search, search techniques, and difficulties and expectation in using the resources. In Iran, Anaraki and Babalhavaeji (2013), reported that when students are not aware of the existence of electronic resources in their library system, they tend to use general search engines to meet their information needs. He, et al. (2012, as cited in Mnguni & Kekana, 2022), argued that students thought of online academic search engines, such as Google and Cite seers as more important resources than university-subscribed electronic resources, EBSCO, Emerald, Pubmed, and JSTOR, and that depending on their tasks, they would prefer a particular resource to another.

Relatedly, Eyanfe and Ezewu (2013), studied the awareness and use of electronic journals by medical students of Delta State University and the University of Benin, Nigeria. The findings revealed among others, a low level of awareness of e-journals and low computer skills resulting in a low level of usage of electronic journals among the medical students from both institutions. Fasola (2013), examined awareness of and constraints to the use of electronic resources by students and lecturers of Ajayi Crowther University, Oyo, Nigeria. The findings revealed that though there was a high awareness (70.6%) of the available electronic resources, constant power failure (67.6%), slow internet connectivity (56.4%), download delay (52.9%), and unhelpful attitude of library staff (41.2%) were constraints encountered by respondents in the use of the available electronic resources.

### **Library Marketing Program**

Philip Kotlar (n.d.), Marketing Guru, defines marketing as a social and managerial process by which individuals and groups obtain their need and want through creating, offering and exchanging products of value and others. One of the biggest challenges for libraries is finding innovative ways to promote what exists in the library, and making a comprehensive and strategic marketing plan is a brilliant idea to start. A marketing plan provides focus to the marketing efforts to ensure that limited resources can be used effectively and efficiently. It also helps to keep on what to do and saves you time promoting programs or events. Library marketing is essential to keeping clients informed and educated about the resources and services that match their information needs and interests.

Marketing serves as the link between the library clientele's needs and resources and services. Marketing also reminds its clientele that the library is still a great choice for meeting information needs in today's scenario. Having an effective marketing strategy will help increase awareness of the library's worth, resources, and services.

This study aimed to evaluate the online library resources and services of Salay Community College. Specifically, it sought to identify available resources and services, assess users' level of awareness and utilization among faculty and students, examine the relationship between awareness and utilization, and develop a proposed library marketing program based on the findings.

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## **METHODS**

### **Research Design**

This study employed a quantitative research design, particularly a descriptive correlation method with the use of a survey questionnaire, with data expressed numerically and interpreted statistically. This descriptive research involved gathering data to test the hypotheses and answer questions about Salay Community College's Online Library Resources and Services through social media.

### **Research Locale**

The study was conducted at Salay Community College, located in Zone-2 Poblacion, Salay, Misamis Oriental, a fourth-class municipality. Established as a recognized higher education institution by CHED in 2018, the college provides a relevant setting for examining traditional educational practices alongside the integration of information and communication technologies in academic services.

### **Research Respondents**

The study involved college students from three academic programs—BECED, BTLED, and BS Entrepreneurship—as well as school administrators, faculty, and staff of Salay Community College, with a total population of 1,406. Using a 95% confidence level, the computed sample size was 526 respondents, ensuring adequate representation of both student and institutional stakeholders.

### **Research Instrument**

A quantitative survey questionnaire was used to gather data. The questionnaire was researcher-made, validated by an expert, and was tested for its reliability using the Cronbach alpha by the statistician. The alpha result is greater than 0.9.

### **Validity and Reliability**

The questionnaire underwent expert validation through review by the adviser and panelists, followed by evaluation from specialists in librarianship. Content validity was established using Lawshe's (1975) Content Validity Ratio (CVR), where items were assessed and refined based on expert judgment. After validation, the instrument was subjected to reliability testing with 15 experts prior to administration to the respondents.

### **Ethical Consideration**

Ethical standards were observed to ensure participants' safety, rights, and well-being. Participation was voluntary, with informed consent obtained prior to data collection. Privacy and confidentiality were maintained, and respondents were not required to disclose sensitive information. Inclusion criteria ensured participants were qualified and capable, while exclusion criteria protected vulnerable individuals. Participants were informed of their right to withdraw at any time, and measures were taken to minimize psychological or emotional risks. The study emphasized transparency, respect, and the responsible use of collected data.

### **Data Collection Procedure**

Permission to conduct the study was secured from the College President of Salay Community College. Upon approval, the questionnaires were distributed to selected students, faculty, and administrators. Respondents were given sufficient time to complete the survey, after which the data were collected, recorded, organized, and prepared for analysis in accordance with the study's objectives. Secondary data were obtained from library records on students' utilization of STARBOOKS for A.Y. 2020–2021 and A.Y. 2022–2023. These records provided contextual background and supported the analysis of trends in resource usage across different learning modalities.

### Questionnaire Administration and Retrieval

Following approval from the Ethics Committee, questionnaires were distributed to the respondents with clear instructions for completion. After collection, the data were processed and analyzed, and all research materials were properly disposed of in accordance with ethical standards.

### Data Management Plan

The researcher compiled the results in a labeled folder and was not shared with any unauthorized persons or organizations unrelated to this research. After three (3) years, all gathered data will be disposed of via shredding.

### Treatment of Data

Data were analyzed using weighted mean to determine the level of awareness and utilization, and Pearson Product-Moment Correlation ( $r$ ) to examine the relationship between these variables. Statistical analysis was performed using R-Studio.

## RESULTS AND DISCUSSION

### Online Access Resources

These resources likely represented a variety of digital libraries, open access platforms, and educational repositories. The study conducted by Mangai and Ganesan (2022), revealed that open access resources were very useful for scholarly research and had a beneficial influence on the way research seeks information. Specifically, the research indicated that digital resources have become the preferred and widely accepted method among researchers for staying up-to-date with new information within their areas of interest. This implies that scholars increasingly rely on electronic sources, such as online databases, journals, and other digital platforms, to access the latest research and relevant information in their respective fields. The findings highlighted the significant shift towards digital information-seeking behaviors and the importance of electronic resources in the academic and research community. Below is a brief overview of the resources available in the Salay Community College Library:

Table 1. *List of Online (Open Access) Resources*

Online Resources	Description
AidData	A resource focused on open data related to international development and foreign aid
American Spaces eLibraryUSA	An online platform providing access to a wide range of resources related to American culture, education, and society
Directory of Open Access Books	A directory of freely accessible academic books across various disciplines
Directory of Open Access Journals	A database of open access scholarly journals from diverse fields
EBSCO Open Dissertations	A collection of open access dissertations and theses
Free Tech Books	A resource for free computer science and programming books
Internet Archive	A vast digital library offering access to books, music, videos, and historical web content
JSTOR	A digital library of academic journals, books, and primary source materials
ManyBooks	A repository of free eBooks, including classics and contemporary titles
OAPEN	An open access platform for academic books in the humanities and social sciences
OER Commons	A repository of open educational resources (OER) for educators and learners
Open Access Theses and Dissertations	A collection of open access theses and dissertations from universities worldwide
Open Knowledge Repository	The World Bank's repository of research and knowledge resources

Open Library	An online catalog of millions of books, including both open access and copyrighted materials
Open Textbook Library	A collection of open access textbooks for educational use
Oxford Academic Open Access	Open access content from Oxford University Press
PHL CHED Connect	An educational platform for higher education resources in the Philippines
Project Euclid	A mathematics and statistics resource providing access to scholarly content
ScienceDirect Open Access	Open access research articles and journals in various fields
Springer Open Access	Open access publications from the Springer publishing group
Standard eBooks	A project focused on creating high-quality open access eBook editions of public domain literature
STARBOOKS Online	A digital library focused on science and technology resources
Taylor and Francis Online	Open access content from Taylor & Francis publications
The Library of Economics and Liberty	A resource for economics literature and educational materials

In addition, these resources offered a diverse array of materials suitable for research, educational purposes, and general knowledge acquisition. Depending on one's particular requirements or areas of interest, these platforms offer access to academic papers, books, research articles, and more, frequently available to the public free of charge and without restrictions.

### Online services

Facebook Page and Messenger are popular social media platforms developed by Facebook, Inc. They offer a range of features and functions that facilitate communication, social networking, and content sharing. In relation to the study of Oyetola et al. (2023), Social media is a widely used platform for information gathering and dissemination, and collaborative learning, particularly for creating library awareness and marketing resources and services. In Salay Community College Library, here's an overview of how online services is used:

Table 2.2 *List of Online Services*

No.	Online Services	Description
1	Facebook Page	Serve as a hub for sharing information, updates, and engaging with the community of Salay Community College.
2	Messenger	Facebook's instant messaging platform that allows users of Salay Community College for communication and sends for inquiries for their information needs

In addition, it served as an official platform for the institution to continuously connect with users to distribute information, provide updates, and engage with the community. It enabled users to engage in real-time communication, allowing them to send inquiries and seek information to fulfill their needs through chat-based conversations.

Table 2 shows the mean, standard deviation, and interpretation of the awareness of Online Resources. Mean Scores ( $\bar{x}$ ). The mean scores represent the average level of awareness or familiarity for each online resource. Higher mean scores indicate that, on average, respondents are more aware or familiar with those resources, while lower mean scores suggest lower awareness. Standard Deviations (s). The standard deviations measure the variability or spread of respondents' awareness levels for each online resource. A larger standard deviation suggests that respondents' awareness levels varied widely, while a smaller standard deviation suggests more consistent awareness levels.

Table 2. *Awareness of Online Resources*

Online Resources	Mean, $\bar{x}$	Standard deviation, $s$	Interpretation
1. Open Library	3.123	1.683	Very High Aware
2. Open Textbook Library	2.931	1.489	Moderately Aware
3. Internet Archive	2.677	1.357	Moderately Aware
4. Many Books	2.620	1.889	Moderately Aware
5. Free Tech Books	2.508	1.342	Somewhat Aware
6. Directory of Open Access Books	2.361	1.272	Somewhat Aware
7. Open Knowledge Repository	2.346	1.796	Somewhat Aware
8. Directory of Open Access Journals	2.318	1.746	Somewhat Aware
9. STARBOOKS Online	2.279	1.335	Somewhat Aware
10. The Library of Economics and Liberty	2.254	1.330	Somewhat Aware
11. Open Access Thesis and Dissertations	2.224	1.253	Somewhat Aware
12. Oxford Academic Open Access	2.204	1.235	Somewhat Aware
13. AidData	2.075	1.170	Somewhat Aware
14. PHL CHED Connect	2.188	1.306	Somewhat Aware
15. Standard eBooks	2.169	1.239	Somewhat Aware
16. Science Direct Open Access	1.993	1.146	Slightly Aware
17. American Spaces eLibraryUSA	1.936	1.065	Slightly Aware
18. Project Euclid	1.899	1.120	Slightly Aware
19. Springer Open Access	1.892	1.086	Slightly Aware
20. JSTOR	1.849	1.072	Slightly Aware
21. EBSCO Open Dissertations	1.789	1.038	Slightly Aware
22. OER Commons	1.785	1.056	Slightly Aware
23. OAPEN	1.753	1.016	Slightly Aware
24. Taylor and Francis Online	1.751	1.027	Slightly Aware

Legend: Online Resources Awareness Levels

= Not at all: Mean Score is  $< 1.5$

= Slightly Aware: Mean Score is  $1.5 - 1.9$

= Somewhat Aware: Mean Score is  $2.0 - 2.5$

= Moderately Aware: Mean Score is  $2.6 - 2.9$

= Very High Aware: Mean Score is  $> 3.0$

The data revealed the level of awareness for each online resource, with some being very highly aware, moderately aware, somewhat aware, slightly aware, or not at all aware. Open Library has the highest mean score in the list, 3.123, placing this resource in the “Very High Aware” category. Users have a very high level of awareness of this resource.

Internet Archive with a mean score of 2.677, ManyBooks with a mean score of 2.620, and Open Textbook Library with a mean score of 2.931, these resources are categorized as “Moderately Aware.” Users have a good level of awareness of this resource. AidData with a mean of 2.075, Directory of Open Access Books with a mean of 2.361, Directory of Open Access Journals with a mean of 2.318, Free Tech Books with a mean of 2.508, Open Access Thesis and Dissertations with a mean of 2.224, Open Knowledge Repository with a mean of 2.346, Oxford Academic Open Access with a mean of 2.204, PHL CHED Connect with a mean of 2.188, Standard eBooks with a mean of 2.169, STARBOOKS with a mean of 2.279, and the Library of Economics and Liberty with a mean of 2.254 falls under the “Somewhat Aware” category, signifying moderate awareness among users. These resources are categorized as “Slightly Aware” with a mean score of ranges from 1.5 – 1.9, American Spaces eLibraryUSA, EBSCO Open Dissertations, JSTOR, OAPEN, OER Commons, Project Euclid, ScienceDirect Open Access, Springer Open Access, and Taylor and Francis Online. Users have a relatively lower level of awareness of this resource.

This means that the data presented a wide variation in the levels of awareness among users regarding different online resources as Open Library stands out with the highest mean score of 3.123,

categorizing it as “Very High Aware,” indicating that users are highly aware of this resource. On the other hand, resources like American Spaces eLibraryUSA, EBSCO Open Dissertations, JSTOR, OAPEN, OER Commons, Project Euclid, ScienceDirect Open Access, Springer Open Access, and Taylor and Francis Online fall in the “Slightly Aware” category, implying relatively lower awareness levels among users. This implies that the library should continuously promote the resources that already have high awareness among users to ensure that the resources' visibility and usage remain high. In addition, for the resources that fall under the slightly aware category, there is a need to improve awareness through extensive and effective strategies. Furthermore, this might involve marketing promotions, providing the community with training sessions to be acquainted with the resources to ensure better visibility and to enhance awareness further allowing users to fully utilize their research needs.

Therefore, continuous assessment and gathering of user feedback are essential to adapt awareness strategies and support services over time. The library should monitor the changing needs and preferences of the users to improve awareness and utilization of online resources. Understanding user preferences can help in improving awareness. In relation, Osinulu (2020), that students recognized the significance of electronic information resources to academic works and it promoted scholarship. Specifically, students have shifted their information-seeking behavior towards online information resources. This indicates a growing reliance on digital materials for research and educational purposes. Therefore, by implementing the implications, the SaCC library can work towards optimizing the levels of awareness for various online resources, ensuring that users make the most of the resources available to them.

Table 3 shows the mean, standard deviation, and interpretation of the awareness of Online Services. Mean Scores ( $\bar{x}$ ): The mean scores represent the average level of awareness or familiarity with each of the two online services among the respondents. Standard Deviations ( $s$ ): The standard deviations measure the variability or spread of respondents' awareness levels for each service. A larger standard deviation suggests that respondents' awareness levels varied widely, while a smaller standard deviation suggests more consistent awareness levels.

Table 3 Awareness on Online Services

Online Services	Mean, $\bar{x}$	Standard Deviation, $s$	Interpretation
1. Messenger	3.80	1.39	Very High Aware
2. Facebook Page	3.55	1.37	Very High Aware

Legend: Online Services Awareness Levels

= Not at all: Mean Score is <1.5

= Slightly Aware: Mean Score is 1.5 – 1.9

= Somewhat Aware: Mean Score is 2.0 – 2.5

= Moderately Aware: Mean Score is 2.6 – 2.9

= Very High Aware: Mean Score is > 3.0

The data showed that both Facebook Page and Messenger have mean scores above 3.0. This suggests that respondents have a high level of awareness or familiarity with both of these online services. This means that the SaCC community has a significant level of awareness of these online services and is widely recognized and used, which are most likely related to communication and social interaction.

It implies that the SaCC library can leverage these platforms as communication channels to reach the communities effectively. The Facebook Page is for disseminating information, updates, and events, while Messenger can serve as a direct communication tool for user inquiries and engagement. In connection to Khan (2022), social media offers more chances to connect and give engagement to the library, as a valuable tool for enhancing user engagement and improving library services and the effectiveness of these platforms in increasing awareness, communication, and user engagement within library settings. Therefore, the high awareness levels observed in Facebook Page and Messenger align with the broader trend of social media's role in enhancing user interactions in library and educational contexts. Furthermore, the user-

friendliness of Facebook enhances its utility as a communication and marketing channel for the SaCC library. As such, libraries and educational institutions should consider investing in social media strategies, including Facebook, to enhance awareness and utilization of their online resources. This can lead to increased engagement with users and more effective dissemination of information about available resources and services.

Table 4 shows the mean, standard deviation, and interpretation of the utilization of Online Resources by the Faculty members. The Mean scores were examined to assess the levels of utilization for various online resources.

Table 4 Faculty Utilization on Online Resources

Online Resources	Mean, $\bar{x}$	Standard deviation, $s$	Interpretation
1. Open Library	2.936	1.607	High
2. Open Textbook Library	2.617	1.623	High
3. Internet Archive	2.404	1.280	Moderate
4. ManyBooks	2.191	1.555	Moderate
5. Standard eBooks	2.191	1.393	Moderate
6. Directory of Open Access Journals	2.106	1.323	Moderate
7. STARBOOKS Online	2.085	1.299	Moderate
8. Oxford Academic Open Access	2.064	1.466	Moderate
9. Directory of Open Access Books	2.000	1.268	Moderate
10. Free Tech Books	1.979	1.242	Low
11. PHL CHED Connect	1.936	1.342	Low
12. Open Access Thesis and Dissertations	1.872	1.209	Low
13. Open Knowledge Repository	1.766	1.289	Low
14. AidData	1.766	1.088	Low
15. The Library of Economics and Liberty	1.723	1.246	Low
16. Science Direct Open Access	1.723	1.210	Low
17. Springer Open Access	1.702	1.121	Low
18. Taylor and Francis Online	1.681	1.065	Low
19. American Spaces eLibraryUSA	1.617	0.945	Low
20. Project Euclid	1.596	1.077	Low
21. OER Commons	1.532	0.997	Low
22. JSTOR	1.532	0.830	Low
23. EBSCO Open Dissertations	1.404	0.876	Low
24. OAPEN	1.404	0.771	Low

Legend: Faculty Online Resources Utilization

= Never Use: Mean Score is <1.5

= Low: Mean Score is 1.5 – 1.9

= Moderate: Mean Score is 2.0 – 2.5

= High: Mean Score is 2.6 – 2.9

= Very High: Mean Score is >3.0

The table shows that the faculty exhibit a high level of utilization in Open Library with a mean score of 2.936, and Open Textbook Library with a mean score of 2.617 falls into the “High” category, signifying a high level of utilization. Directory of Open Access Books with a mean score of 2.000, Directory of Open Access Journals with a mean score of 2.106, Internet Archive with a mean score of 2.404, ManyBooks with a mean score of 2.191, Oxford Academic Open Access with a mean score of 2.064,

Standard eBooks with a mean score of 2.191, and STARBOOKS Online with a mean score of 2.085 are in the "Moderate" category, showing a moderate level of utilization. AidData, American Spaces eLibraryUSA, EBSCO Open Dissertations, Free Tech Books, JSTOR, OAPEN, OER Commons, Open Access Thesis and Dissertations, Open Knowledge Repository, PHL CHED Connect, Project Euclid, Science Direct Open Access, Springer Open Access, Taylor and Francis Online, and the Library of Economics and Liberty, these resources are categorized as "Low" with a mean score ranging from 1.5 -1.9, indicating a low level of utilization.

This means that Open Library and Open Textbook Library online resources meet the needs of the faculty effectively. Faculty members exhibit varying levels of utilization of the online resources mentioned above, as reflected by the mean scores. Signifying that they are widely adopted and effectively serve the needs of the faculty. In contrast, several resources, including AidData, American Spaces eLibraryUSA, EBSCO Open Dissertations, Free Tech Books, JSTOR, OAPEN, OER Commons, Open Access Thesis and Dissertations, Open Knowledge Repository, PHL CHED Connect, Project Euclid, Science Direct Open Access, Springer Open Access, Taylor and Francis Online, and the Library of Economics and Liberty, have a low level of utilization among the faculty members. This indicates that faculty members are not extensively using these resources. To increase their utilization, the library should explore ways to raise awareness of the following resources.

This implies that the SaCC library should consider revising the approach to resource allocation, awareness strategies, and support services. Resources with high utilization can be maintained and further supported, while those in the Moderate category could benefit from increased awareness and targeted support. For resources in the Low category, a reassessment of their relevance and effectiveness may be necessary, and potential reallocation of resources should be explored to ensure that faculty needs are effectively met. Furthermore, the data emphasizes the need for the library to tailor the strategies to the diverse utilization levels of online resources among faculty members. While moderately used resources can be further supported and promoted, those with low utilization should be a focus for proposed marketing programs to maximize their impact on faculty research and instruction. In connection to the Osinulu (2020) study, the findings revealed that the respondents were not well informed of the available electronic information sources which largely resulted in low usage. The finding highlights the importance of raising awareness about the availability of electronic resources in academic libraries. It implies that libraries should not only invest in acquiring these resources but also in effectively promoting them to both faculty and students. By doing so, faculty can then integrate these electronic resources into their teaching and research, which, in turn, can influence student behavior, as they will be more likely to use these resources for their academic work.

Table 5 shows the mean, standard deviation, and interpretation of the utilization of Online Services by the Faculty members. The Mean scores were examined to assess the levels of utilization for various online services.

*Table 5. Faculty Utilization on Online Services*

Online Services	Mean ( $\bar{x}$ )	Standard Deviation	Interpretation
Messenger	3.60	1.39	Very High
Facebook Page	3.34	1.37	Very High

Legend: Faculty Online Services Utilization

= Never Use: Mean Score is <1.5

= Low: Mean Score is 1.5 – 1.9

= Moderate: Mean Score is 2.0 – 2.5

= High: Mean Score is 2.6 – 2.9

= Very High: Mean Score is >3.0

Based on the data, the faculty demonstrated a high level of utilization for both Facebook Page and Messenger that fall into the “Very High” utilization categories, suggesting that the faculty is actively utilizing these online services. Messenger has a mean of 3.60 slightly higher reported utilization level compared to Facebook Page with a mean of 3.34.

This means that the data indicated that faculty members are highly engaged with and actively utilizing both Facebook Page and Messenger for various purposes, placing these online services in the Very High utilization categories. The high utilization of Facebook Page and Messenger by faculty members is a positive indicator for the SaCC library. It reflects the effectiveness of these platforms in facilitating communication and engagement, and it presents opportunities to enhance the services, outreach efforts, and user interaction. The high utilization of Messenger and Facebook Page among faculty members implies that these platforms are effective communication and outreach tools for the SaCC community. To leverage this, the library should ensure that important announcements, updates, and academic information are consistently shared through these channels. It also implies that faculty members find these platforms useful for academic communication. In connection to Khan (2022, as cited in Oyetola et al., 2023), the use of social media platforms enables users to locate and offer information through reference services. The study highlighted the importance for libraries to adapt to evolving communication preferences, effectively utilizing social media platforms to meet user requirements, and ultimately elevating the quality of service and support for library patrons. Moreover, the SaCC library can use the high engagement on these platforms as opportunities for outreach, information dissemination, and promotion of library resources and services. Since faculty members are actively using these platforms, it provides a direct channel to connect and interact with the community.

Table 6 shows the mean, standard deviation, and interpretation of the utilization of Online Resources by the students. The Mean scores were examined to assess the levels of utilization for various online resources.

Table 6. *Students Utilization on Online Resources*

Online Resources	Mean, $\bar{x}$	Standard deviation, $s$	Interpretation
1. Open Library	3.140	1.691	<i>Very High</i>
2. Open Textbook Library	2.959	1.475	<i>High</i>
3. Internet Archive	2.702	1.362	<i>Moderate</i>
4. ManyBooks	2.659	1.913	<i>High</i>
5. Free Tech Books	2.556	1.342	<i>Moderate</i>
6. Open Knowledge Repository	2.399	1.827	<i>Moderate</i>
7. Directory of Open Access Books	2.393	1.269	<i>Moderate</i>
8. Directory of Open Access Journals	2.337	1.780	<i>Moderate</i>
9. The Library of Economics and Liberty	2.302	1.328	<i>Moderate</i>
10. Open Access Thesis and Dissertations	2.256	1.253	<i>Moderate</i>
11. Oxford Academic Open Access	2.217	1.213	<i>Moderate</i>
12. PHL CHED Connect	2.211	1.301	<i>Moderate</i>
13. STARBOOKS Online	2.297	1.338	<i>Moderate</i>
14. Standard eBooks	2.167	1.226	<i>Moderate</i>
15. AidData	2.103	1.174	<i>Moderate</i>
16. Science Direct Open Access	2.017	1.138	<i>Moderate</i>
17. American Spaces eLibraryUSA	1.965	1.072	<i>Low</i>
18. Project Euclid	1.926	1.121	<i>Low</i>
19. Springer Open Access	1.909	1.082	<i>Low</i>
20. JSTOR	1.878	1.088	<i>Low</i>
21. EBSCO Open Dissertations	1.824	1.046	<i>Low</i>
22. OER Commons	1.808	1.059	<i>Low</i>

23. OAPEN	1.784	1.030	Low
24. Taylor and Francis Online	1.758	1.025	Low

Legend: Faculty Online Services Utilization

= *Never Use: Mean Score is <1.5*

= *Low: Mean Score is 1.5 – 1.9*

= *Moderate: Mean Score is 2.0 – 2.5*

= *High: Mean Score is 2.6 – 2.9*

= *Very High: Mean Score is >3.0*

Table 6 shows that students exhibited a very high level of utilization of Open Library with a mean score of 3.140. The students demonstrated a high-level utilization for ManyBooks with a mean score of 2.659 and Open Textbook Library with a mean score of 2.959. The students show a moderate level of utilization for AidData with a mean score of 2.103, Directory of Open Access Books with a mean score of 2.393, Directory of Open Access Journals with a mean score of 2.337, Free Tech Books with a mean score of 2.556, Internet Archive with a mean score of 2.702, Open Access Thesis and Dissertations with a mean score of 2.256, Open Knowledge Repository 2.399, Oxford Academic Open Access with a mean score of 2.217, PHL CHED Connect with a mean score of 2.211, ScienceDirect Open Access 2.017, Standard eBooks with a mean score of 2.167, STARBOOKS Online with a mean score of 2.297, and the Library of Economics and Liberty with a mean score of 2.302. Also, the students have shown a low level of utilization with a mean score ranging from 1.5 - 1.9 for American Spaces eLibraryUSA, EBSCO Open Dissertations, JSTOR, OAPEN, OER Commons, Project Euclid, Springer Open Access, and Taylor and Francis Online are utilizing these resources to a limited extent.

This means that most online resources are utilized to a limited extent by students, while only a few are actively utilized to a high degree. These findings can inform decisions related to resource allocation and promotion in the library. Resources that are highly or moderately utilized may require continued support and promotion, while those with lower utilization levels may benefit from targeted promotional efforts to increase their usage among students. This implies that the data provides valuable insights into students' usage patterns of various online resources, enabling them to make informed decisions about resource allocation and promotion to enhance students' access to and utilization of these valuable educational materials. In connection to the Osinulu (2020) study, the findings revealed that the respondents were not well informed of the available electronic information sources which largely resulted in low usage. It indicated that awareness and the ability to effectively access and use these resources are critical factors influencing their utilization. Therefore, to improve students' utilization of online resources, it's essential to provide support and training to enhance their information retrieval skills and awareness of the available resources.

Table 7 shows the mean, standard deviation, and interpretation of the utilization of Online Services by the students. The Mean scores were examined to assess the levels of utilization for various online resources.

*Table 7 Students Utilization on Online Services*

Online Services	Mean ( $\bar{x}$ )	Standard Deviation
Messenger	3.82	1.39
Facebook Page	3.57	1.37

Legend: Faculty Online Services Utilization

= *Never Use: Mean Score is <1.5*

= *Low: Mean Score is 1.5 – 1.9*

= *Moderate: Mean Score is 2.0 – 2.5*

= *High: Mean Score is 2.6 – 2.9*

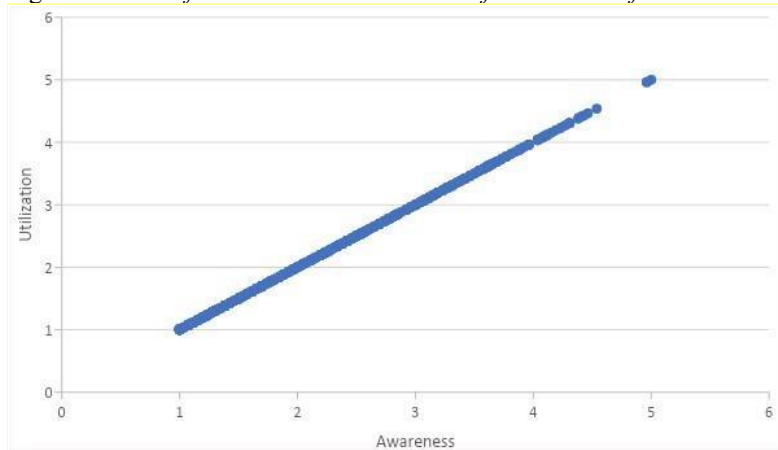
= *Very High: Mean Score is >3.0*

Table 7 shows that students exhibited a very high level of utilization with a mean score of 3.75 for the Facebook Page and 3.82 for the Messenger. Both Facebook Page and Messenger fall into the category of very high utilization. On average, students are actively utilizing these online services.

From the data provided, it can be inferred that both faculty and students exhibited a very high level of utilization for both Facebook Page and Messenger, which fall into the "Very High" utilization category, suggesting that both faculty and students are actively utilizing these online services. However, students are using these online services slightly higher compared to the faculty. This is a positive indicator for the SaCC library. It reflected the effectiveness of these platforms in facilitating the services.

This implies that the high utilization of Facebook Page and Messenger by both faculty and students indicates a strong level of engagement with these platforms. These platforms are effective for communication and information sharing within the academic community of SaCC. The active use of these online services implies that they are effective tools for communication, both between students and faculty and within the broader academic context, leading to better collaboration and information dissemination. In relation to Khan (2022), social media offers more chances to connect and provide engagement to the library, especially on concerns that have an impact on library services. The study highlighted the importance for libraries to adapt to evolving communication preferences, effectively utilizing social media platforms to meet user requirements, and ultimately elevating the quality of service and support for library patrons. Therefore, it aligns with the broader understanding that awareness and utilization of online resources and online services are interconnected for both faculty and students in an academic setting. Figure 1 shows a significant relationship between the level of awareness and the level of utilization of online resources and online services. Pearson Product Moment of Correlation (Pearson  $r$ ) was used to test the relationship between two variables; that is awareness and utilization.

Figure 1. *Level of Awareness and the Level of Utilization of Online Resources and Services*



*With  $r = 1$ , there is a perfect correlation between awareness and utilization.*

Based on the chart, the correlation coefficient ( $r$ ) is equal to 1, indicating a perfect positive correlation between awareness and utilization. The two are perfectly correlated, which means that as awareness increases, utilization also increases, and as awareness decreases, utilization decreases. This means that if users become highly aware of certain online resources and/or online services, they are very likely to use those resources extensively. Therefore, the data revealed a statistically significant relationship between the level of awareness and the level of utilization of online resources and online services of SaCC.

The results indicated that awareness levels significantly impact utilization patterns. It was statistically proved in the study of Nawaz, et. al. (2022), that a strong relationship existed between the awareness and use of digital information resources. This implies that the librarian should create a marketing

plan to promote to the faculty members and students the availability of the online resources and online services so that they will become very much aware of them, hence maximum utilization of the same could happen.

## Summary of Findings

### 1. Awareness of Online Resources:

1.1 Respondents, on average, have a high level of awareness for the following online resources: Open Library (Mean: 3.123)

1.2 Several resources, including Internet Archives, ManyBooks, and Open Textbook Library, fall within the range of moderate awareness, signifying that users have a good level of awareness of these resources.

1.3 AidData, Directory of Open Access Books, and Directory of Open Access Journals are some of the resources categorized as somewhat aware, signifying moderate awareness among users.

1.4 American Spaces eLibraryUSA, EBSCO Open Dissertations, and JSTOR are a few of the identified resources that fall into the slightly aware category, with mean scores ranging from 1.5 to 1.9. Users have a relatively lower level of awareness of these resources

### 2. Awareness of Online Services:

2.1 Facebook Page and Messenger have mean scores above 3.0, indicating a relatively high level of awareness.

2.2 Both services fall into the “High” to “Very High” awareness categories.

### 3. Utilization of Online Resources:

3.1 Open Library and Open Textbook Library have high utilization levels, with respondents actively utilizing the online resources and it signifies a high level of utilization.

3.2 Students’ utilization is slightly higher compared to Faculty usage.

### 4. Utilization of Online Services:

4.1 Facebook Page has a mean score of 3.34, indicating a very high utilization.

4.2 Messenger has a mean score of 3.60, indicating a very high level of utilization.

4.3 Both Facebook Page and Messenger fall into the “Very High” utilization categories.

### 5. Comparison Between Students and Faculty:

5.1 Students, on average, have higher utilization scores for all provided online resources and services compared to faculty.

5.2 Students have a wider range of standard deviations, indicating more variability in their utilization across different resources.

5.3 Faculty, on the other hand, generally have lower mean utilization scores and less variability in their utilization patterns.

### 6. Relationship Between Awareness and Utilization:

6.1 With  $r = 1$ , there is a perfect correlation between awareness and utilization.

6.2 This suggests that respondents with higher awareness levels are significantly more likely to utilize a particular resource or service compared to those with lower awareness.

## CONCLUSION

Based on the mean scores, it is evident that the awareness and utilization of online resources and services vary among respondents. Some resources and services are well-known and actively used, while others have lower awareness and utilization levels. Students tend to have higher utilization scores compared to faculty members, indicating more active engagement with online resources and services.

The analysis also confirms the association between awareness and utilization, implying that increasing awareness can positively impact the utilization of online resources and services. In relation to the study of Devan (2020), discusses how social networking sites have a significant impact on library users both scholarly and leisure content. These platforms serve as an educational tool, keeping them informed about the latest trends in their areas of interest. It supports open access to knowledge, collection use, and discovery. Additionally, social media plays a role in providing online reference services and promoting library products to customers.

### **Recommendations**

In the hopes that the study and all the data acquired would be put into good use after the study, the researchers recommend the following:

1. Implement the Proposed Marketing Program to increase awareness of less-utilized resources and services among both students and faculty.
2. Conduct a parallel study as a corollary recommendation.

## **A Proposed Marketing Plan for Online Resources and Services**

### ***Mission Statement***

The mission of the Salay Community College Learning Resource Center supports learning, teaching, and research and should be the resource center of excellence in its field of specialization, by providing timely and effective access to various formats of information. This plan will outline these activities.

### ***Marketing Vision Statement***

Salay Community College Learning Resource Center envisioned to be responsive to the diverse needs and expectations of the community with users at the center of all that the Learning Resource Center does. By tailoring marketing efforts to the needs and preferences of users, it can provide access to knowledge and resources, enriching the community's learning experience in the digital age.

### ***Marketing Plan Goal***

The goal of this marketing plan is to outline a structured approach to raise awareness, engage users, and ensure that the library's resources and services are well utilized and increase awareness, usage, and engagement with the library's online resources and online services by 10% within the next year. Ultimately, the goal of this marketing plan is to bridge the gap between the availability of online resources and their actual use by the library's clientele.

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