Contemporary strategies in marketing e-resources amongst selected Technical University (TU) Libraries in Ghana

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Abstract

The study examined Contemporary strategies in marketing e-resources amongst selected Technical Universities (TUs) in Ghana. 62 respondents were respectively drawn from all three selected Technical Universities ie Kumasi Technical University, Tamale Technical University, and Takoradi Technical University. Given that the population from the three TUs library staff was small, no sampling had to be done. The investigator sent out 62 questionnaires to the three TUs and received 39 responses representing 63 %. A descriptive survey design was employed to acquire data from the selected Technical University (TUs) libraries. Analysis of data gathered was carried out using bar charts, pie charts, Line graphs, and percentages. Findings discovered that the state of use of e-resources amongst selected TUs was not encouraging. This is a result that the selected TUs were not using contemporary strategies such as print, online advertisement, electronic methods, and merchandise giveaways in marketing e-resources in their various libraries. Therefore, it is required of the various TUs to put measures to employ these contemporary approaches in marketing e-resources in their various libraries.

Keywords: E-resources, contemporary strategies, marketing, Technical Universities.

Introduction

The emergence of information and communication technology (ICT) continues to affect all facets of human life, especially the academic environment. ICT adoption in academic libraries is to enhance the capacity of academic libraries to support effective and efficient research. ICT adoption in the academic library environment facilitates ease of access to and use of electronic resources via the internet (Mkhai, & Manda, 2015). Essentially, in this 4th Industrial revolution and the era of COVID-19 pandemic, access to and use of electronic resources to support teaching and learning are very cardinal to help meet the current educational challenges (Hashem, Ezugwu, Al-Garadi, & Abdullahi, 2020; Williams, Windle & Wharrad, 2020). Similarly, electronic resources are required to meet the information needs of users irrespective of their geographical locations and time of the day.

In contemporary times, e-resources are now available and extensively used in various higher academic institutions. The essence of e-resources was due to easy and concurrent use in advancing convenience. Many universities today have spent so much money on the acquisition of ICT resources to enable the convenient use of e-resources. A good example is Technical University (Tus) in Ghana. The rationale for acquiring and enabling these resources at the mentioned institution was to meet the diverse research and information needs of students, faculty members, and the university community. It is only economically viable that these resources are effectively utilized to promote attentive and up-to-date academic and research platforms to enable the university to achieve its vision (ie. to be a world-class university). Accordingly, Agyekum and Ossom (2015) challenged the worth of the use of these e-resources as a justification for their investment. Research has shown that its usage has not been up to expectations. Apart from this, evidence from empirical studies has also revealed that students' use of e-resources is copiously studied, but little has been done on contemporary strategies in marketing e-resources amongst selected Technical Universities in Ghana.

Statement of the Problem

The digital era propelled by innovation and technological inventions has necessitated the use of e-resources as a highly used resource in the library for teaching, learning, and research purposes. Academic libraries across the globe are spending large amounts of money on the acquisition of e-resources, yet not all are utilized to their full capacity, and Ghana is not an exception. Given the growing attention of e-resources in the tertiary educational landscape, previous research reveals challenges in accessing e-resources as the most common feature among undergraduate students and that students still appear to be struggling with the use of the e-resources to concretely address and respond efficiently to their learning and research needs (Agyekum & Ossom 2015). According to Oppong (2020), the students were aware of the benefits brought about by e-resource platforms and have a positive attitude towards them. However, e-resources were underutilized by undergraduate students of Kumasi Technical University (KsTU) due to associated challenges. Among these challenges include inadequate knowledge and experience, inadequate information literacy skills, inadequate computing skills, inadequate motivation, and the teaching style of lecturers, among others. This pattern of underutilization of e-resources among undergraduates does not change in the years 2019 and 2020. Academic libraries in Ghana such as Technical Universities (Tus), over the years, have deployed various forms of ICTs support systems and e-resource platforms like computers, Wi-Fi, Turnitin platforms, institutional repositories, digitization machines, OPAC systems, KOHA management software, printers, scanners, photocopiers, and

different kinds of research databases to respond professionally to its main obligatory purposes. That notwithstanding, Bentil (2022) claims that the value of the use of e-resources in academic libraries could be realized if the marketing and demonstration of the value of e-resources, training, and usage evaluation are discussed. It is against these premises that this study seeks to investigate the contemporary marketing of e-resources in selected technical universities in Ghana.

Research objective

1. To determine the state of use of e-resources at the TUs libraries

2. To determine the strategies employed in marketing e-resources by the TUs libraries

Literature Review

The use of e-resources

The review of the literature looked at user satisfaction with library services. Each year, new students arrive in the classroom with unique needs, expectations, and knowledge knowledge-gathering (Kato *et al.*, 2021). Applegate (1997) defines user satisfaction as a personal, emotional reaction to a library service or product. Suggest that user satisfaction consists of service encounter satisfaction, the consumers dis/satisfaction with a discrete service encounter, and overall service satisfaction as well as the consumers overall dis/satisfaction with the organization based on all encounters and experiences with that organization (Lai, 2020). In addition, a characteristic of service delivery is the simultaneous nature of production and consumption (Muñoz-González *et al.*, 2021). Customers are usually involved in some (if not all) of the production processes and therefore have an impact on the outcomes of the service delivery and their satisfaction with it. Bowen (1990), Deepak and Jeyakumar (2019), and Lwoga and Sukums (2018) have shown that participation, or the use of customers as partial employees, can improve productivity for providers as well as improve service quality and customer satisfaction. According to Kichuk (2010), service quality can be divided into different dimensions: technical quality and functional quality. The product of the service is represented by technical quality, whereas the service process is represented by functional quality. This research concentrated on issues of functional quality. Functional quality has a visible direct impact on technical quality, which in turn has an impact on customer happiness and library productivity.

The library's environment can affect students' perceptions of the way they believe they can use the library, and therefore modification of the environment, in some cases, should lead to an increased usage of library resources by students. In a survey conducted by Itani, Kassar, and Luoreiro (2019), respondents were asked how libraries can best fulfill their users' learning and research needs. The researchers propose that libraries give the most recent collection, which appears to be the most popular choice, with approximately 40.0 percent of respondents agreeing. 18.9 % of the respondents felt that there should be more PCs 16.1 %, while 13.3 % said staff should be friendlier and more knowledgeable. 7.5 % indicated that the library should organize more workshops on how to find information and 2.8 % said it should provide guidance on consultation and research methods while 2.0 % said it should develop its own internet information. According to the findings of the Itani, Kassar, and Loureiro study, the majority of respondents (91.7 percent) believe that the library should publish a guide on information searching skills. A substantial percentage of respondents (89.6 percent) believe the library should produce library and information-related publications. Other activities are also quite popular, with percentages ranging

from 89.4% (for publishing indexes and bibliographies) to 75.2% (for other activities) (for conducting lifelong learning workshops). However, some proposed activities may not fall under the purview of the library. Workshops on study methods, study skills, problem-solving approaches, examination procedures, critical thinking, and lifelong learning are examples of these. If the library user survey reflects the requirements of students in general, the library may take the initiative to organize events in collaboration with other relevant faculties or departments."

Strategies employed in marketing e-resources in academic libraries

In a library setting, promotion refers to measures that can be utilized to make library patrons aware of the services and resources that are offered. This can be accomplished by a variety of means, including print and online advertising (e.g., brochures, bookmarks, website announcements), electronic methods (e.g., emails, screen alerts), and giveaway products (e.g., pens, water bottles) (Bhat, 2009). Kennedy (2011) reveals that electronic communication is a preferable option for communicating with clients on informing them about the availability of e-resources, for example, using social networking tools and webpage alerts. Nevertheless, traditional marketing tools can also complement, for example, phone calls, posters/flyers, word of mouth, etc. In Akussah, Asante, and Sarkodee (2015) study of marketing electronic books in academic libraries, the following were used as promotional tools - library websites, OPACs, personal instruction, emails, word of mouth and information literacy sessions, and induction sessions. Alford (2009) states that in their study to market e-resources, they used newsletters, and conducted user meetings and alert services. They published newsletters that informed users about the new databases or journals whenever there was a new subscription. The newsletter was available in both print and digital versions. They also use branding as their strategy to market their resources; they do this by their electronic library (E-LIB) logo on every hand-out. This is illustrated in figure 2.1.

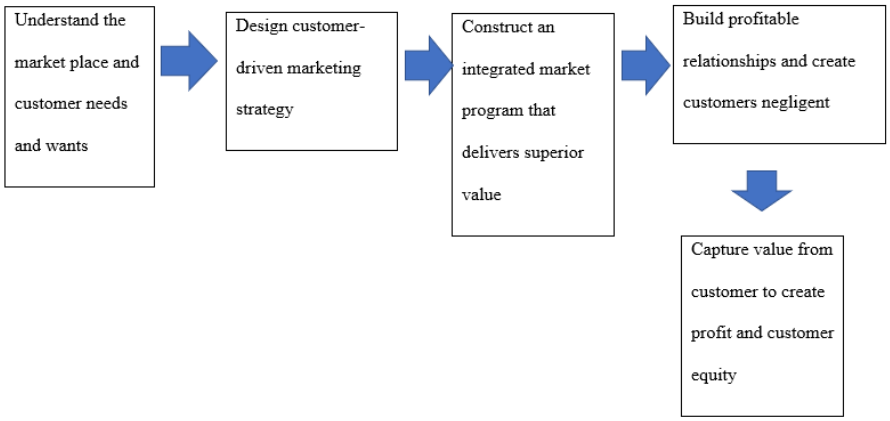


Figure 2. 1: Marketing Process (Armstrong, Kolter, Harker & Brennan, 2012)

Empirical research on the marketing of e-resources presents itself in diverse studies on the usage, access to, and awareness of e-resources. Several researchers have acknowledged the value and significance of e-resources in teaching and research. Many of these studies focused on the use of e-resources by students, lecturers, and scholars, as well as their views about it (Nazir, 2015). For example, a study by Ankrah and Atuase, (2018) revealed that the majority of students felt that using e-resources saved them time; they found e-resources relatively easy to use. Another study by Bentil, Liew, and Chawner (2021) found that the majority of lecturers preferred to use e-

resources over print resources since they were less time-consuming, despite the fact that some of them considered that e-resources could never replace the importance and significance of print resources. “

METHODOLOGY

This study employed a quantitative approach; thus, the investigator discussed issues related to the study’s response rate and representativeness because the results of the study were generalized. The overall population of the study was 62 library staff members from three selected technical universities in Ghana, 27 from Kumasi Technical University, 16 from Tamale Technical University and 19 from Takoradi Technical University. Given that the population from the three technical university libraries staff was small, no sampling had to be done. Given the four interrelated research designs, it is also vital to accept that bias is indispensable especially when dealing with non-response rate (Ngulube 2000). Also, it is pertinent to recognize that some literatures support the view that studies especially the use of questionnaires appear to have reported low response rates of below 50%. For instance, Doerfling, Kopec, Liang, and Esdaile (2010) recorded a response rate of 25.6%. On the other hand, Ngulube (2005) argues that resources could be wasted when samples are too large; however, the efficacy of the outcomes also weakens when samples are also too insignificant. In line with these precedents, the investigator sent out 62 questionnaires to the three technical university libraries and received 39 responses representing 63%. Hence, the rate of responses attained can be considered adequate for the study. Questionnaires were used as the data collection instrument. The analyses for the study were based on the number of responses acquired.

Data Analysis (RESULTS AND DISCUSSIONS)

Institutions understudy and response rate

The percentage returns from all the three institutions are almost the same, the highest return of (43.6 %) came from Kumasi Technical University and the lowest return of (23.1 %) came from Takoradi Technical University. The results in Table 4.1 indicate that library staff respondents represented 39(63 %) of the total sample from the three institutions. The respondents from the Kumasi Technical University and the Tamale Technical University constituted the majority in this category with a few more respondents than the Takoradi Technical University which had the least participants. The reason could be attributed to the higher population of staff at the Kumasi Technical University. A summary of the demographic background of participants is presented in a form of frequency tables as follows:

Table 4. 1: Distribution of respondents by the institution (n=39)

Technical University	**Population**	**Percentage (%)**
Kumasi Technical University	17	43.6
Tamale Technical University	13	33.3
Takoradi Technical University	9	23.1
Total	39	100

Gender distribution of respondents

The figure below presents the gender distribution of the respondents. The aim was to determine the percentage of male versus female respondents. The proportion of males to the females who participated in the study were 25 and 14, representing 64.1 % and 35.9 % respectively. The results in Figure 1 reveal that males dominated the overall respondents. The results reflect the gender distribution of selected TUs library staff in Ghana where males usually dominate females.

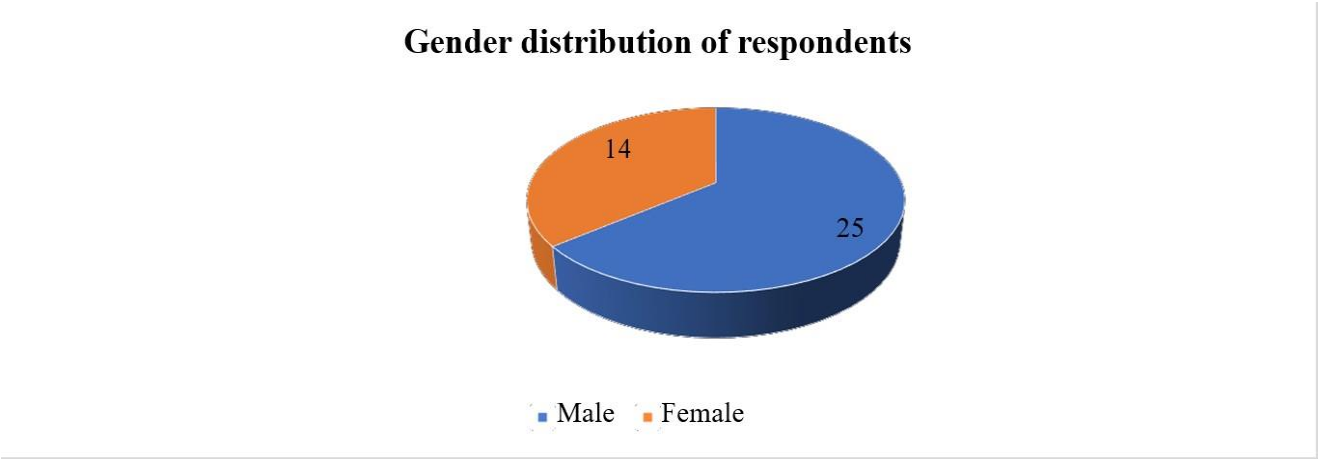


Figure 4. 1: Gender distribution of respondents (n=39)

Age category of respondents

The aim was to determine the age groups of participants who responded to the study. The results state that 5(12.8 %) fell within the age of 20-29 years. This was followed by 16(41.0 %) between the ages of 30-39 years, 14(35.9 %) within 40-49, and 4(10.3 %) belonging to the 50-59 category. The results show that a high percentage of the three TUs library staff belong to the 30-39 age category.

The percentage of questionnaires received from the three selected TUs in respect of age category did not show a gigantic difference, the highest age category of 41% was within the category of 30 to 39 years and the lowest return of 10.3% was within 50 to 59 years. The results in figure 3 represent library staff respondents of the total sample of 39(63 %) from the three institutions. The age category of 30 to 39 years and 40 to 49 years constituted the majority in this category with somewhat more respondents than the 20 to 29 years category. The age category of 50 to 59 years had the least participation. The reason could be attributed to the higher population of young and energetic personnel entering the library profession in recent times. The suggests that the selected TUs are equipped with energetic library staff to work in their various positions.

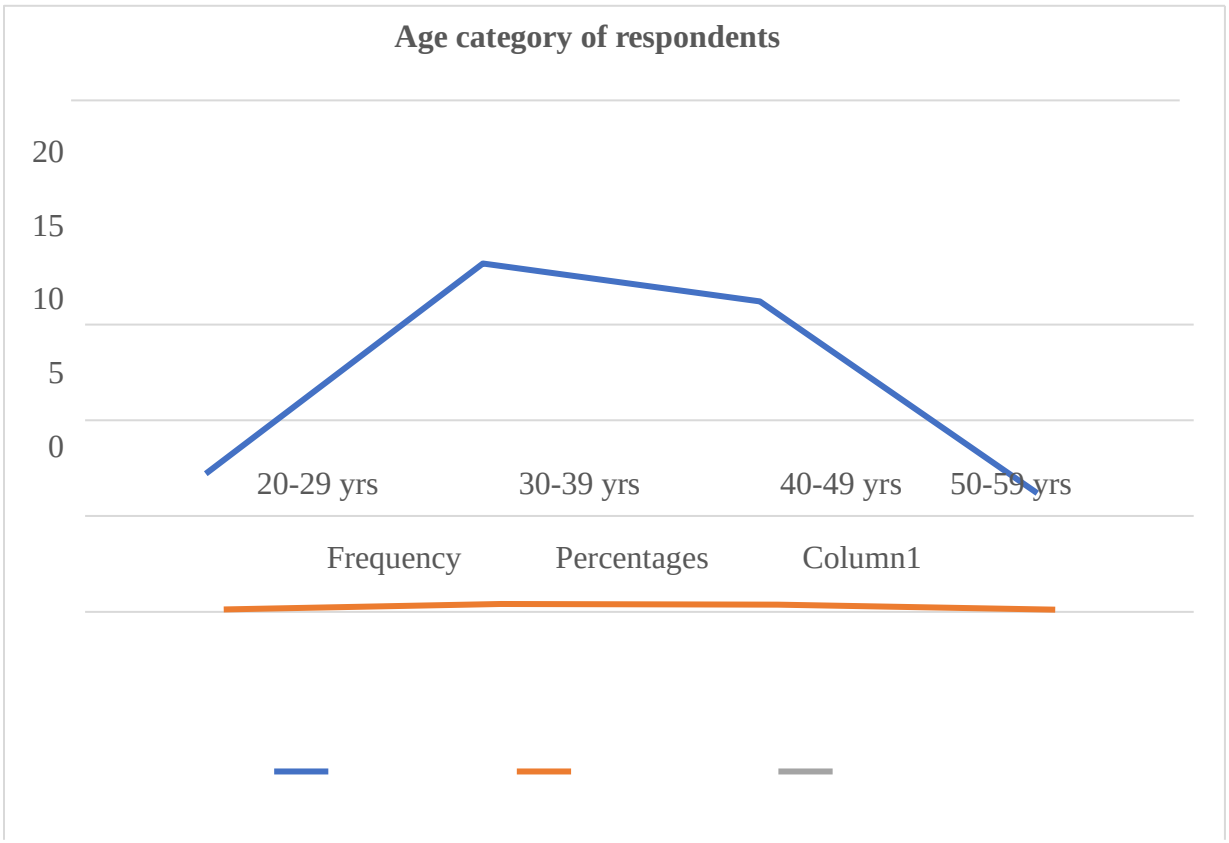


Figure 4. 22: Age category of respondents (n=39)

4.2.6 Qualifications of respondents

The researcher also sought to find out the qualification of respondents by the TUs Library Staff. The results revealed that the highest number of 14 (35.9 %) had Bachelor's degree. 8(20.5 %) had Diplomas, and 3 (7.7 %) had SHS/WSSCE. In the category of postgraduate degrees, 10 (25.6 %) had a Master of Arts degree, and 3(7.7 %) had MPhil. Only 1(2.6 %) had PhD. The results show that the majority of TUs library staff were paraprofessionals and had obtained at least the minimum qualifications to work in their various positions. Summary of the results are presented in the diagram below.

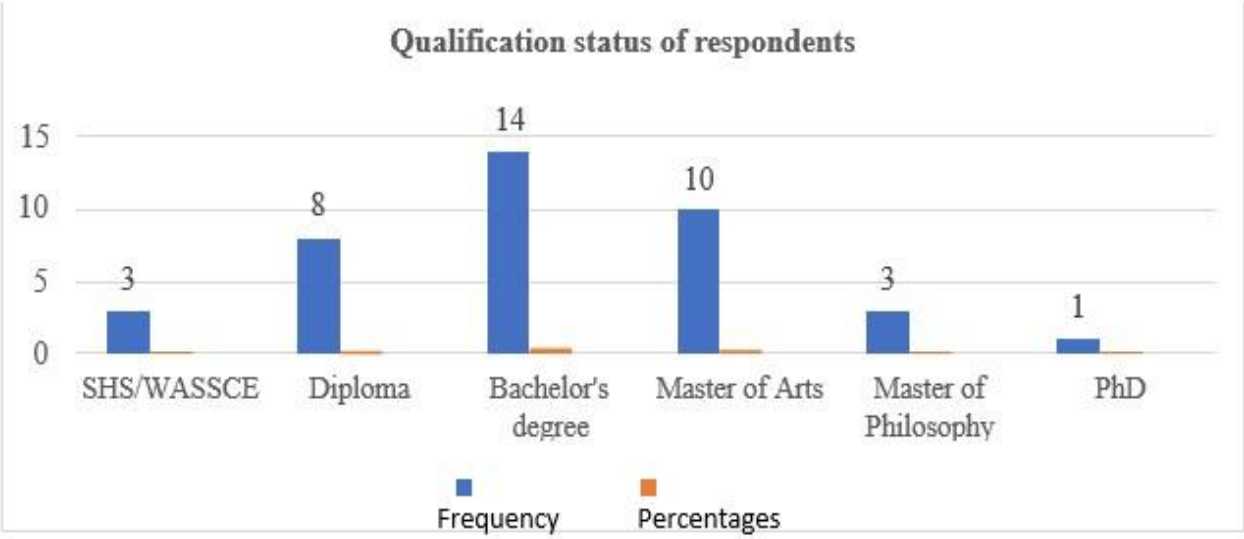


Figure 4. 3: Qualification status of respondents

The state of use of e-resources at your university library

The respondents were asked to indicate whether they use e-resources at their various libraries. 32(82.1 %) of the respondents indicated they use e-resources at their various libraries. 7(17.9 %) of the respondents skipped the question.

The category of e-resource used at your university library

As a follow-up question, respondents were asked to indicate the category of e-resources used at their university library. Thirty-two (32) 82.1% of the respondents (Emerald, Sage journal online, E-books, E-catalogue, EbscoHost, OPAC, JSTOR, Taylor & Francis, and Wiley online Institutional repository).

Frequency of usage of e-resources

The respondents were further asked to indicate the frequency in which e-resources are used in their university libraries. Thirteen (13) 33.3% of the respondents indicated on a daily basis, 10(43.6%) mentioned they used them on a weekly interval, 7(17.9 %) did not respond, and 6(15.4 %) mentioned on a monthly interval. 3(7.7 %) responded they used them once in a while.

Table 4. 2: Frequency of usage of e-resources (n=39)

	Frequency	**Percentages (%)**
Daily	13	33.3
Weekly	10	25.6
Monthly	6	15.4
Once a while	3	7.7

No responds	7	17.9
Total	**39**	**100**

E-resources you are aware of but not available at your university library

The respondents were also questioned whether they were aware of other e-resources not available at their university library. 27 (69.2 %) of the respondents indicated no, that they are not aware of any other e-resource outside the university library. 12(30.8 %) indicated yes, that they are aware of other e-resources outside the university library. When they were further asked to state or specify other e-resources outside the university library, only 5(12.8 %) gave specific answers to this question. These responses were as follows: science direct, Wiley, research gates, library philosophy, and practice. A summary of the findings is indicated in Figure 4.4.



Figure 4. 4: E-resources you are aware of but not available at your university library (n=39)

Strategies employed in marketing e-resources at your university libraries

The objective aimed to gather information on the strategies employed in marketing e-resources among the selected TUs libraries. As mentioned in the literature, these marketing strategies are characterized by the use of print, online advertisement, electronic methods, merchandise giveaways, social media platforms, social networking tools, webpage alerts, conduct user meetings, newsletters, and branding logos.

The use of print, online advertisement, electronic methods, and merchandise giveaways

In this regard, respondents were asked to state their level of agreement with the statement that your library employs print, online advertisement, electronic methods, and merchandise giveaways. 11(28.2 %) of the respondents disagreed with the statement, 12(30.8 %) left it undecided, 7(17.9 %) strongly disagreed, 6(15.4 %) agreed, whereas 3(7.7 %) strongly agreed. Summary of the results are presented in the diagram below.

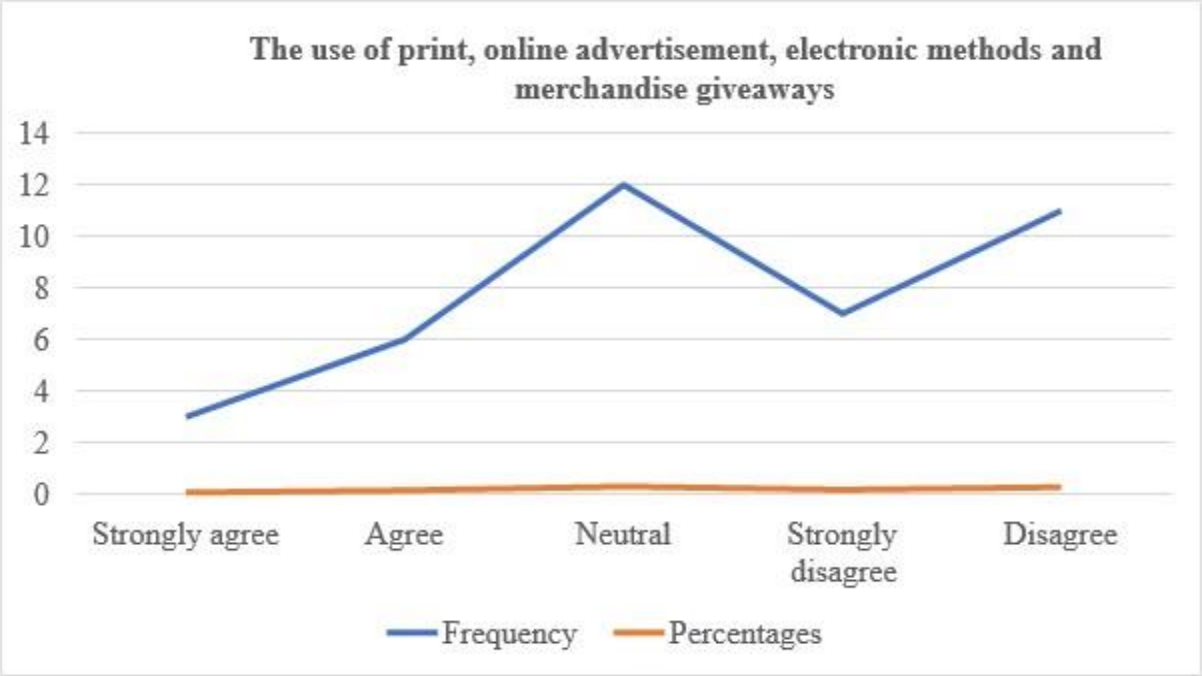


Figure 4. 5: print, online advertisement, electronic, and merchandise giveaways (n=39)

The use of social media platforms in marketing e-resource

The respondents were further asked to indicate whether they use social media platforms in marketing e-resources in their university libraries. 15(38.5 %) of the respondents indicated Yes, 15(38.5 %) did not answer the question, whereas 9(23.0 %) responded No. A summary of the results is presented in figure 6.

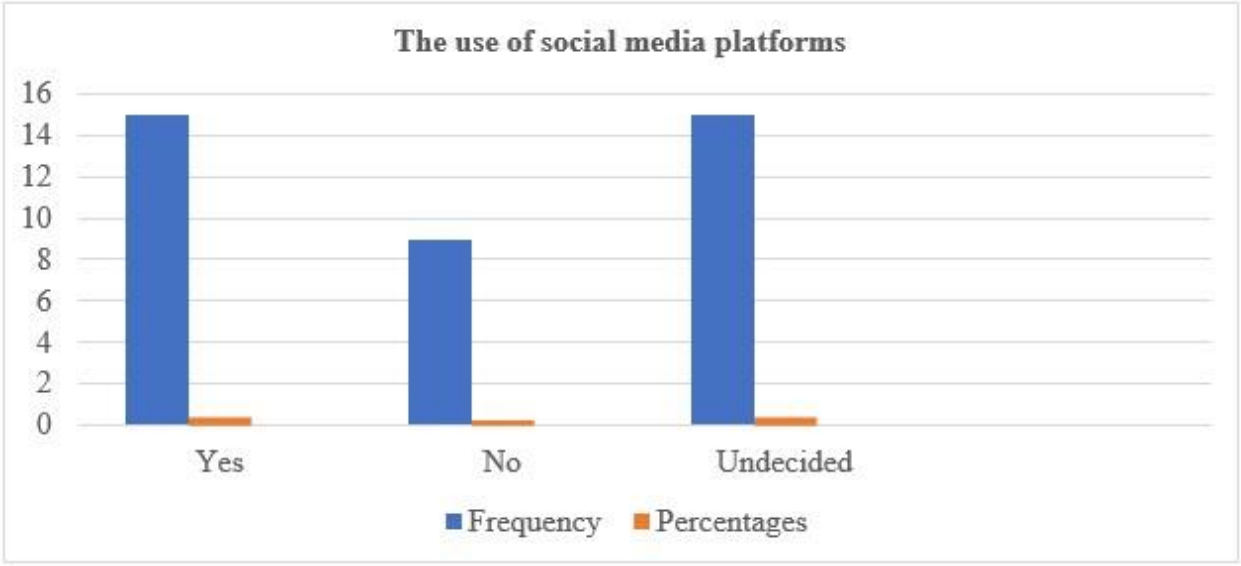


Figure 4. 6: The use of social media platforms (n=39)

The use of Facebook and Twitter

The respondents were further asked to indicate from a list of social media platforms applicable to their respective libraries in marketing e-resources. Fourteen (14) (35.9 %) of the respondents indicated Facebook and Twitter platforms, 17(43.6 %) did not indicate any of the listed social media platforms, 8(20.5 %) did not respond to the question.

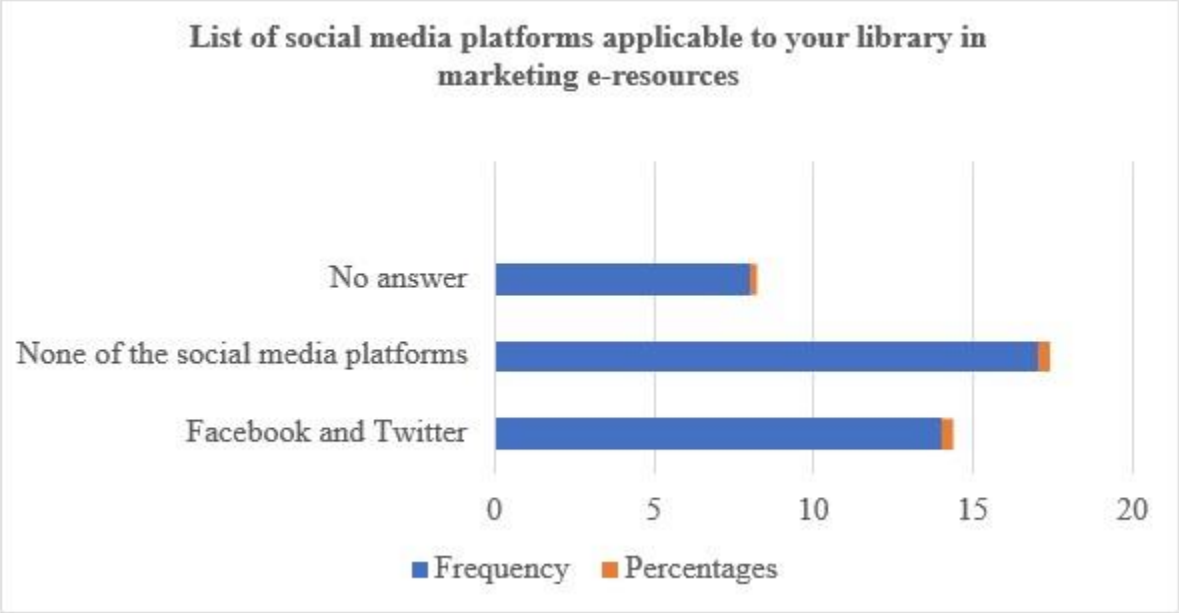


Figure 4.7: Social media platforms applicable to your library in marketing e-resources (n=39)

The use of electronic communication or social network tools and webpage alerts

The study also intended to find out from respondents how preferable it is in using electronic communication or social networking tools and webpage alerts as a strategy in marketing e-resources in your library. 15(38.5%) of the respondents indicated very preferable, 9(23.1%) somewhat preferable, 9(23.1%) little preferable, 6(15.4%) not preferable. A summary of the results is presented in figure 4.8.

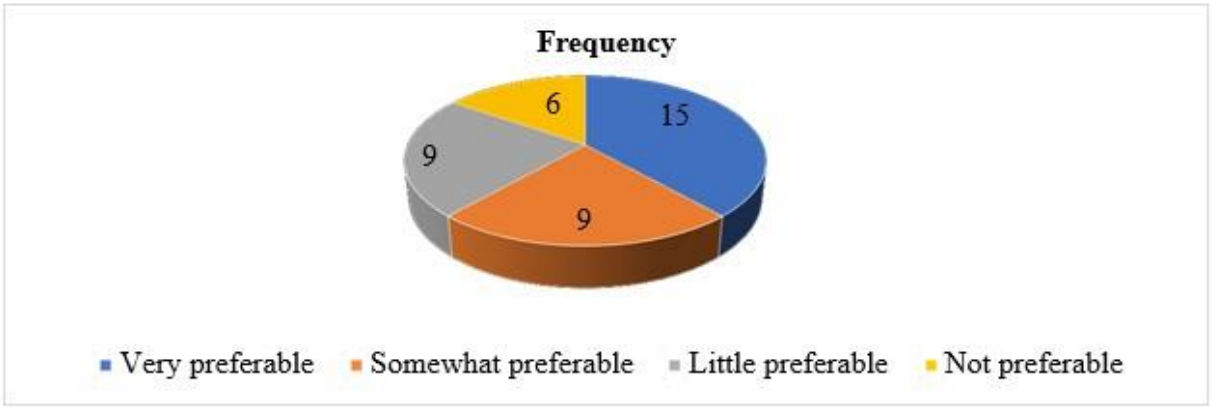


Figure 4. 8: Electronic communication or social network tools and webpage alerts (n=39)

The influence of social network platforms

A follow-up question was asked to determine the state of influence in using these social network platforms as a marketing tool from a list of options. 15(38.5 %) of the respondents indicated strongly agreed, 14(35.9 %) did not decide, whereas 10(25.6 %) agreed with the statement that social network platforms assist in connecting with learning groups. 17(43.6 %) strongly agreed to the statement that it saves time, 15(38.5 %) agreed, whereas 7(17.9 %) were undecided. Also, 19(48.8 %) strongly agreed that it is easy to use, 10(25.6 %) agreed, whereas 10(25.6 %) were undecided. Finally, 18(46.2 %) agreed that it assists with greater access to information, 16(41.0%) strongly agreed, and 5(12.8 %) undecided. A summary of findings is presented in figure 9.

Table 4. 3: The influence of social network platforms in the marketing of e-resources (n=39)

Roles	SA	A	N	D	SA
Connect with learning groups (students, lecturers, faculty members, among others)	15(38.5%)	10(25.6%)	14(35.9%)	0	0
Save times	17(43.6%)	15(38.5%)	7(17.9%)	0	0
Easy to use	19(48.8%)	10(25.6%)	10(25.6%)	0	0
Greater access to information	16(41.0%)	18(46.2%)	5(12.8%)	0	0

Strongly agree=SA Agree=A Neutral=N Disagree=D Strongly disagree=SD

Undertake user meetings, newsletters, and branding logos

The respondents were asked to indicate whether their libraries market e-resources by conducting user meetings, newsletters, and branding logos. Fifteen (15) (38.5 %) disagreed, 12(30.8 %) strongly disagreed, 10(25.6 %) undecided, 7(17.9 %) agreed, whereas 5(12.8 %) strongly agreed. The results as presented in figure 10 show that the highest percentage 38.5% mentioned they were not using user meetings, newsletters, and branding logos in marketing e-resources. Hence, the selected TUs libraries were not engaging in user meetings, newsletters, and branding logos in marketing e-resources.

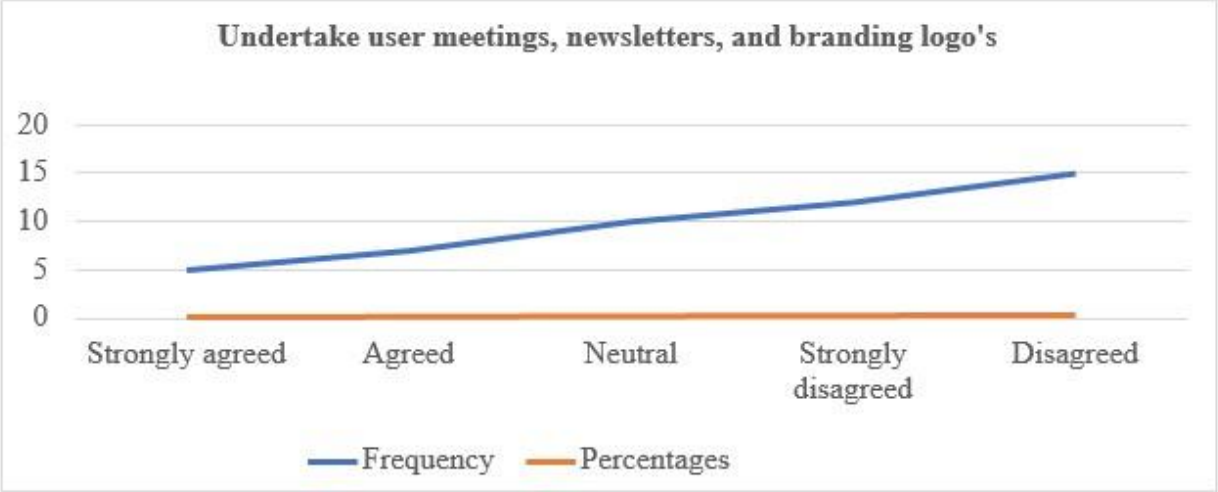


Figure 4. 9: Undertake user meetings, newsletters, and branding logos (n=39)

DISCUSSIONS

Distribution of participants by Institution

The findings on the institutional distribution of the participants as shown in Chapter four reveal that the percentage returns from all the three institutions were almost the same, the highest return of (44 %) came from Kumasi Technical University and the lowest return of (23 %) came from the Takoradi Technical University. The results further indicate that library staff respondents represented (63 %) of the total sample from the three institutions. The respondents from the Kumasi Technical University and the Tamale Technical University constituted the majority in this category with a few more respondents than the Takoradi Technical University which had the least participants. The reason could be attributed to the higher population of staff at the Kumasi Technical University.

Age distribution of respondents

The findings on the age distribution of the respondents show that 41 % of all the respondents were between 30-39 years. This may be attributed to the high proportion of young graduates entering the job market in recent times. These findings contrast a previous study by Sawyer (2004), which disclosed that the universities in Ghana were staffed by senior faculty who were aging and near retirement age and they were not being replaced at the rate required to maintain the appropriate levels of mentorship of the younger faculty. It may be that the trend is now changing and the older senior faculty were now being replaced with younger faculty. The age bracket of 30-39 years is significant since it is an active age in which people are still strong, innovative, and enthusiastic and, therefore, should be continuously trained and developed to enable them to give their best.

Qualification status of participants

The distribution and qualification of participants were considered necessary to discover the quality of leadership of the technical university libraries in Ghana. The findings indicate that 36 %

of the participants were senior library assistants. The junior assistant librarians represented 26 % had Master of Arts degrees, and 8 % representing assistant librarians had MPhil. Only 3 % had a PhD. These categories represent the senior management staff of the technical university librarians.

The results also reveal that the senior management of the technical university libraries who represented the middle-level managers/supervisors/heads of the departments also had a minimum of a master's degree in library and information studies. This implies that the senior and middle-level management staff had the requisite formal qualification for their various positions. This result confirms the categorization of technical university library staff into three groups namely, senior members, senior staff, and junior staff. For the purpose of this study, the researcher classified the library staff into senior management, middle management, and lower level or routine staff.

The results also show that the academic training needs of library staff varied from one group to another. The results indicate that the senior management was more interested in programs that will help them update their professional knowledge to enable them to market e-resources for universal visibility. The middle and junior level staff who were mostly junior assistant librarians and heads of department/sections/units/branches were interested in programs that would help them in updating their professional and managerial knowledge to facilitate their promotion to higher positions.

The state of use of e-resources at the TUs libraries

The primary objective of this study was to gain measurable insight into the state of use of e-resources at the technical university libraries in Ghana. The results showed that the TUs libraries recorded high usage rates of e-resources in their various libraries. This is evident by the results defined that 82 % use e-resources at their various libraries. This is in agreement with earlier studies by Liu (2004) that observed that e-resources have become a first and better choice of users when they look for information in the library. As aptly asserted by Wright, (2014) there is, therefore, no doubt that the digital age has changed the way libraries and information centers operate, in that, the storage, retrieval, and access to information resources have been revolutionized. This suggests that TUs libraries are in a better position to respond to the e-resources needs of their users.

The results gathered on the category of e-resources used by the TUs libraries also showed a high response rate. This confirms the initial results that TUs library staff had a good knowledge of e-resources available in their various libraries. It is evident from the results that 82 % of the respondents gave the following results: Emerald, Sage journal online, E-books, E-catalog, EbscoHost, OPAC, JSTOR, Taylor & Francis, Wiley online, Institutional repository. Evidence gathered was in support of the initial study by Write (2014) that academic libraries have to adapt to the use of newer technologies to satisfy the needs of patrons with effective and quality information services. Marketing is therefore at the core of this in academic libraries. It was interesting to realize that the TUs libraries have acquainted themselves with the requisite e-resources for use.

Accordingly, the results further showed that the frequency with which e-resources are used by the various TUs students was partially encouraging. For example, 33 % mentioned on a daily interval, 26 % on a weekly interval, 15 % on a monthly interval, 18 % did not decide, 15 % on a monthly

interval, and 8 % mentioned once a while. The results acquired explained why Ankamah, Akussah, and Adams (2018) study on the use of e-resources stated that this problem is more peculiar to developing countries. A possible explanation could be the general use of recent technological devices like smartphones compel users to be available on online platforms but not purposely for e-resources. Hence, the need to market e-resources on the various platforms. Alternatively, the results showed on other e-resources not available at the TUs library were also partially inspiring. 69 % indicated they are not aware and therefore did not respond or mention any other e-resource they might have used outside the university library. 30 % indicated they are aware. However, only 13 % out of the 30 % gave the following responses: science direct, Wiley, research gates, library philosophy, and practice. The results gathered also confirmed the initial assumption that the general use of electronic devices like smartphones, tablets, and laptops compelled users to be on electronic platforms but not for e-resources at all times.

Strategies employed in marketing e-resources at your university libraries

The literature characterized marketing strategies in this digital age to be the use of print, online advertisement, electronic methods, merchandise giveaways, social media platforms, social networking tools, webpage alerts, conducting user meetings, newsletters, and branding logos.

The use of print, online advertisement, electronic methods, and merchandise giveaways

The results attained in this study showed that the use of print, online advertisement, electronic methods, and merchandise giveaways in marketing e-resources at the selected TUs libraries was not up to expectation. The majority of the participants disagreed that their university libraries were using print, online advertisement, electronic methods, and merchandise giveaways, it was also evident that a substantial number of them skipped the question. For example, 31 % were uncertain, 18% strongly disagreed, 15% agreed, and 8% strongly agreed. Evidence gathered differs from an earlier study by Mollel (2013) that marketing of e-resources in the library in contemporary times, methods that can be used include print and online advertising (e.g., brochures, bookmarks, website announcements), electronic methods (e.g., emails, screen alerts) and merchandise for giveaways (e.g., pens, water bottles). The possible explanation is that TUs libraries have not given the required attention to the marketing of e-resources to their potential users. Hence, they do not have a strategic plan for marketing e-resources in TUs libraries.

The use of social media platforms in marketing e-resources

The study opined that TUs libraries use social media platforms in marketing e-resources to some extent. A considerable number of the participants used social media platforms as a strategy for marketing e-resources in their respective libraries. For instance, 39% mentioned Yes, that they use Facebook and Twitter in marketing e-resources in their various libraries. Thirty-nine percent (39%) did not answer, a 23 % responded No. The results gathered are in support of Alford (2009) that Myspace and Facebook are some of the instruments that the library can use to reach its audience. Students use social networking sites often. If the students, we are trying to reach are on Facebook there is no reason why the library should not be there. Alford further reiterated Facebook flyers can be a very useful tool. Facebook flyers are advertisements that run on the side of the Facebook interface. The flyers that a user sees are based on the community which the user is associated with. This suggests that the use of social media platforms in marketing e-resources at the selected TUs are underutilized. Hence, the selected TUs libraries should intensify their social media and social networking platforms as a good strategy in marketing their e- resources.

The use of social networking tools and webpage alert

The study further revealed that social networking tools and webpage alerts were underutilized. A considerable number of the participants use electronic communication or social network tools and webpage alerts to market e-resources at the selected TUs libraries. For instance, 39% rated preferable, 23 % partial preferable, 23 % little preferable, and 15 % not preferable. The results gathered is in line with the previous study by Kennedy (2011) that electronic communication is a preferable option for communicating with clients on informing them about the availability of e-resources, for example, social networking tools and webpage alert. Unfortunately, it can be inferred from the results that strategies for marketing e-resources on social networking platforms are inadequate. Hence, they should put more effort into working on these platforms to get their e-resources marketed to a greater extent.

The influence of social networking tools in marketing e-resource

A follow-up was the result released on the state of influence in using these social network platforms in marketing e-resources from a list of four options. The results attained were not encouraging to position e-resources at the top in the electronic market. For instance, 39 % agreed with the statement that social networking platforms assist in connecting with learning groups (students, lecturers, and faculty members, among others). Thirty-six percent (36%) were undecided, whereas 26% agreed. With respect to a social network, platforms saving time 44% strongly affirmed the statement, another 39% confirmed, whereas 18% were undecided. Also, another good number of the participants mentioned that social networking platforms were easy to use, 49% confirmed the statement, 26% also confirmed, whereas 26% were undecided. Finally, a good number of the participants also reported greater access to information, 41% highly agreed, 46% also affirmed the statement, whereas 13 % were undecided. These results confirm the results of many studies mainly focused on students, lecturers, and scholars' usage of e-resources and their feelings about usage (Tenpori, 2003). For example, a study by Ray and Day, (1998) revealed that the majority of students felt that using e-resources saved them time; they found e- resources relatively easy to use and connect to learning groups. Another study by Egberongbe, (2011) showed that the majority of lecturers preferred to use e-resources compared to print resources because they found it less time-consuming, even though some of them believed that e-resources can never diminish the significance and importance of the print resources. A possible reason could be the rampant and most convenient use of social networking platforms by modern learning groups.

Undertake user meetings, newsletters, and branding logos

Also, the results obtained on using user meetings, newsletters, and brand logos were also not encouraging. The majority of the participants were not conducting user meetings, newsletters, and brand logos in marketing e-resources in the selected TUs libraries. Thirty-Nine percent (39 %) said they were not dealing with user meetings, newsletters, and branding logos. Thirty-one percent3 (1%) were not also highly in support, 26 % undecided, 18 % affirmed, and 13 % were highly in support of the statement. The results refute the previous study by Ewers (2004) that in their study to market e-resources, they used newsletters, conducted user meetings, and alert services. Ewers published newsletters that informed users about the new databases or journals whenever there was a new subscription. The newsletter was available in both print and digital

versions.

Accordingly, the results further showed that the frequency with which e-resources are used at the various TUs students was partially encouraging. For example, 33 % mentioned on a daily interval, 26 % on a weekly interval, 15 % on a monthly interval, 18 % did not decide, 15 % on a monthly interval, and 8 % mentioned once a while. The results acquired explained why Ankamah, Akussah, and Adams (2018) study on the use of e-resources stated that this problem is more peculiar to developing countries. A possible explanation could be the general use of recent technological devices like smartphones compel users to be available on online platforms but not purposely for e-resources. Hence, the need to market e-resources on the various platforms. Alternatively, the results showed on other e-resources not available at the TUs library was also partially inspiring. 69 % indicated they are not aware and therefore did not respond or mention any other e-resource they might have used outside the university library. 30 % indicated they are aware. However, only 13 % out of the 30 % gave the following responses: science direct, Wiley, research gates, library philosophy and practice. The results gathered also confirmed the initial assumption that the general use of electronic devices like smartphones, tablets, and laptops compelled users to be on electronic platforms but not for e-resources at all times.

Conclusion

It can be concluded that the selected TUs libraries had e-resources available for use in their various libraries. This provided the opportunity for users to adequately address their learning and research needs. The study further concluded that the TUs libraries were well equipped with various categories of required e-resources in their academic library setup. This concludes the initial confirmation that the TUs had put in place the e-resources necessary to address the academic and research needs of the universities.

Also, the study concludes that the frequency of the use of e-resources showed partially encouraging. It further concludes that even though, it was not inspiring that the least number mentioned they were aware of other e-resources outside the library, they could not specify. Overall, it was interesting to realize that the TUs libraries were well equipped with the requisite e-resources to aid academic work in their various universities. However, its usage was not encouraging.

The study further concludes that the TUs libraries were not using print, online advertisement, electronic methods, and merchandise giveaways in marketing e-resources in their various libraries. Therefore, there it is required to put measures to employ these contemporary approaches in marketing e-resources in the libraries.

In regard to social media platforms, it was utilized to some extent in the marketing e-resources at the TUs libraries. Hence, social media platforms were underutilized in the marketing e-resources. In spite of the views that social media was underutilized in marketing e-resources in their various libraries, some of the participants use Facebook and Twitter to market e-resources in the library.

It was further concluded that the influence of social networking tools in marketing e-resources was not encouraging. Therefore, there is a need to put measures to ensure that social media tools are employed as a major tool of marketing e-resources.

It was finally concluded that the TUs libraries were not using user meetings, newsletters, and brand logos in marketing e-resources in their various libraries. Therefore, it is pertinent that the TUs

libraries consider giving the necessary attention to these contemporary strategies in marketing e-resources in their respective libraries.

Recommendations

The study recommends that the Technical University libraries should put in more effort to market their e-resources by introducing new contemporary marketing ways to attract the new generation of students to use their e-resources platforms and improve internet stability to attract a new generation of faculty members to use these platforms. Also, the TUs libraries should invest in and subscribe to new e-resources not available at the university libraries.

The study further recommends that the TUs libraries should employ the use of print, online advertisement, electronic methods, and merchandise giveaways in marketing e-resources in their various libraries.

The study further recommends that social media platforms should be employed to the full extent in the marketing e-resources at the TUs libraries.

Also, the study recommends that there is a need to put measures to ensure that influence of social networking tools in marketing e-resources is employed to the maximum.

The study finally recommends that the TUs libraries should ensure the use of user meetings, newsletters, and brand logos in marketing e-resources in their various libraries.

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