

**EFFECTIVENESS OF SOCIAL MEDIA IN INFORMATION  
DISSEMINATION IN PUBLIC UNIVERSITIES: A CASE OF KENYATTA  
UNIVERSITY, KENYA**

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**DECLARATION**

I declare that the work provided in this project is original and has not been submitted for an award to any other university or college. In addition, information from secondary sources used has been properly referenced and accredited to its respective authors.

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## **ABBREVIATIONS AND ACRONYMS**

- KU:** Kenyatta University
- NACOSTI:** National Commission for Science, Technology and Innovation
- SPSS:** Statistical Package for Social Sciences
- ISO:** International Organization for Standardization.

## **DEFINITION OF OPERATIONAL TERMS**

- Social Media -** Are data-based technologies and instruments that are used for communication with people inside and outside the organization as well as for information exchange.
- Information Dissemination** Providing important information to clients through an established channel
- Public Institution** An organization that serves public interests and largely financed by government or public resources

## ABSTRACT

Social media has become an indispensable aspect of modern communication, with platforms like Facebook, YouTube, Instagram, and LinkedIn dominating the landscape. Corporations worldwide are leveraging these platforms to engage with their target audiences and promote their objectives. However, there's a risk that information shared by organizations on social media may be perceived solely at face value. Recognizing the significance of social media, Kenyatta University, a prominent public institution in Kenya, has incorporated these platforms into its communication strategy. By embracing social media, the university aims to effectively engage with its staff, students, and the wider community. The study aimed to assess the effectiveness of social media in information dissemination within public institutions, focusing on Kenyatta University in Kenya. Utilizing a mixed-method research approach and drawing on persuasion theory, social cognitive theory, and the theory of social presence, the study investigated the connection between social media usage and the distribution of information to Kenyatta University students. A sample size of 100 undergraduate students was selected from the university's main campus using Slovin's formula due to the large student population. Data collection involved a systematic questionnaire. Statistical techniques such as correlation and regression analysis were employed to determine the relationships between variables. The findings revealed significant effects of students' reliance on social media, satisfaction with social media, and social media engagement on information dissemination within public institutions. Specifically, students' reliance, satisfaction, and engagement with social media were positively associated with the effectiveness of information dissemination. The study concluded that social media platforms provide a convenient and accessible means of communication, allowing users to engage with one another irrespective of geographical constraints. Through social media, individuals can establish new relationships, learn about others, and expand their social networks. However, the study also highlighted the potential superficiality of social connections formed through these platforms, suggesting that they may not always foster deep emotional attachment. In light of these findings, the study recommended a critical examination of the depth and meaningfulness of social connections facilitated by social media. While acknowledging the benefits of social media in communication and networking, the study emphasized the need to ensure that these platforms contribute to genuine emotional connections and support networks. This entails promoting more meaningful interactions and fostering a sense of community and belonging among users.

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background of Study**

Social media platforms, which allow users to interact with one another and exchange information universally and practically, have developed into the most important conduits of communication and information in the modern period (Hong, 2015). According to a report from Hootsuite, a social media management company, as of December 2020, 3.96 billion individuals, or 51% of the global population, had access to social media. In the United States of America, 80.9% of the population was actively using social media. In Kenya, 21% of the population actively used social media, compared to 42% of the overall population in Egypt. Most government authorities have assimilated social media communication to disseminate information to citizens (Gintova, 2019; Silva et al., 2019). Governmental corporations in order to improve information delivery need to overcome bureaucratic barriers (DePaula et al., 2018). During times of national crisis, such as catastrophes, pandemics, and other threats, the government provides consistent information to its citizens via social media, increasing public attention (Lovari and Bowen, 2020).

In recent years, both public and commercial institutions have embraced and utilized social media. According to Mergel (2014), 90% of local and government organizations relied on the use of at least one social media tool for communication in the United States of America as of 2011. According to Wu and Pinsonneault (2011), social media has been crucial in enabling transmission of information via the internet. Both newly created user-generated content and previously published content may be promoted on social media sites like Facebook, LinkedIn, Twitter and YouTube (Jha, 2020). People

frequently share links to blog entries, news stories, pictures, audio from radio, and video clips from televisions, and different websites, as well as pictures, audio, and footage clips they captured with their mobile phones or other gadgets, printed material from manuals, brochures, and publications, and even whole articles from printed media. Information about organizations including organizational policies and procedures easily finds its way into social media platforms.

According to Mergel (2016), organizations both in the public and private sector are finding use of social media for communication actively engaging with intended audiences than use of passive means of communication. The use of social media reaches a large number of people in a shorter period. Organizations create official social media accounts that they use to post information that they want their audiences to consume. Whereas the content posted on social media by organizations is meant for a specific audience, it can easily generate reactions from non-intended audiences. However, non-intended audiences are in many cases interested parties (Mergel, 2016).

According to Erickson (2011), using social media for knowledge sharing and engaging with target audiences has produced a number of positive outcomes. However, the use of social media to communicate pertinent information seems not to have been fully embraced. Whereas organizations use social media to create communities of interest and share information intended for them through their official social media accounts, such platforms has not been always dependent upon as primary sources of information by the consumers (Mergel, 2012). According to Erickson (2011), credibility has been the primary area of ambiguity around the use of social media. People tend not to entirely trust information shared on social media. Its authenticity is somewhat queried even when such information is shared by a credible source. Miscommunication is also a major drawback of social media. According to Mergel (2012), miscommunication in

social media is usually not intended by the communicator. However, through social media platforms, businesses have connected their business brands with their customers. A study done in Nigeria by Idiedo, Victor, and Posigha (2020) investigated the relationship between librarians' knowledge, attitude, and use of social media for information dissemination in universities. Based on the findings, it was proposed that there is a need for workshops, conferences, seminars, and internal training for Librarians on the utilization of social media to improve their expertise, as there was a substantial relationship between social media use and their attitude.

### **1.1.1 Social Media**

According to Porter (2008), social media platforms are made to make information exchange possible even when users are geographically distant because the main goal of social media is to encourage user connection and interaction while enabling them to modify and share content. Jha (2020) states social media is utilized for information exchange and communication with both internal and external audiences. Facebook, LinkedIn, Twitter, and YouTube are just a few widely recognized examples; they are also available in a wide range of other contexts, such as online forums, video profiles, podcasts, YouTube channels, and photos; email, instant messaging, music-sharing apps, and web-based call services. Instead of serving as a broadcast platform like traditional media like newspapers, radio, and television, social media platforms are designed to be discourse platforms (Porter, 2008).

Social media is a tool that businesses use to interact with their customers, gather feedback, and even develop their brands. The ability of social media to provide open communication motivates companies to pay greater attention to what their clients want and to address those requirements as soon as it is practical. Tajudeen et al., (2018) assert that organizations must employ technology effectively for it to affect organizational

performance. Interest in the elements that lead to profitable company embrace of online platforms has increased along with the growth and widespread use of social media.

According to Dewing (2010), social media has certain attributes that makes it dynamic in online communication. These attributes include persistence where content posted online might remain there permanently by default, replicability where information can be copied from the original source and be shared severally by other social media users, and accessibility where content on social media can be accessed anywhere provided there is internet connection.

Reliability of information sources is an important factor to the consumer of the information (Li and Suh, 2015). Consumers of information form opinions about reliability of sources of information based on a variety of criteria. There are a number of criteria that can be used to determine the reliability of a source of information. One such criterion is author recognition. The author of information in a particular field has expertise in that area and therefore can be trusted to give reliable information (Semeraro, 2021). Another criterion for checking reliability is by checking the relevance of the information provided. Information usually has an intended audience and therefore it can be difficult for those who are not targets of the information to determine its relevance. Research done by Hootsuite in 2019 indicated that 50% of social media users in Kenya highly trust social media for credible news.

The extent to which one is satisfied with information depends on many factors among them meeting ones expectations (Ali-Ali and Basin, 2015). For example, companies that trade online usually conduct customer satisfaction surveys to find out how satisfied their customers are with their online engagements. According to Kelly (2014), reactions to information disseminated through social media gives a glimpse of how satisfied or

dissatisfied the target audience is. Information posted can receive negative or positive feedback. Mergel (2012) suggests that customer feedback on social media helps firms to gauge customer satisfaction with their services. By extension, customers also provide feedback on their satisfaction with a company's use of social media for customer engagement.

Clients engage with organizational social media channels when they anticipate for information or searching for information (Ramanadhan et al., 2013). The level of engagement with an organization's social media channel is determined by the ability of that channel to disseminate information in a timely and dependable manner. When clients anticipate information and it fails to come, they are most likely to avoid that channel for information.

### **1.1.2 Information Dissemination**

Information dissemination is the act of making available to the general public information about a business or a product to a specific pool of clients, whether through written, electronic, or other means (Dekker et al., 2020; Falco and Kleinhans, 2018; Mergel, 2016). Organizations have different channels that they use to disseminate information. Organizations strive to share with clients information that they believe is effective and that in no way contradicts their mandate (Zhou et al., 2023).

Companies try to avoid miscommunication by ensuring that the information they disseminate is concise and free from error. On the other hand, consumers of the information disseminated are at liberty to trust the information or not based on past experiences with the source of the information (Falco and Kleinhans, 2018; Mergel, 2016).

### **1.1.3 Kenyatta University**

This is a public research institution of higher learning in Kenya. It is among the 30 public universities in Kenya. The University was established in 1965 and was then known as Kenyatta College. Kenyatta College became a constituent college of Nairobi University in 1970 and acquired full university status in 1985. The University offers a number of courses including; Diploma, Bachelor's, Master's and Doctoral degrees. Being an institution of higher learning, KU admits students from all parts of Kenya and beyond. The student population at Kenyatta University is estimated to be 50,000.

The University has several means through which it communicates with students. One of the platforms that the University uses is social media. The social media channels that the University uses to communicate with students include Facebook, Twitter, LinkedIn and YouTube among others. According to Meier (2018), companies mostly use social media sites to promote their brand awareness not just to customers but also to potential customers. Kenyatta University uses social media to disseminate information to students and at the same time advertise its programmes to potential customers.

### **1.2 The Statement of the Problem**

It has been observed that most government corporations are hesitant to use social media resulting to inadequate dissemination of information since most organizations are consistently using memos, notices in notice board, emails and to an extent website. Most of the government corporations have not accepted social media as means of official communication and with nature of corporation's communication which is mostly giving directives and notices. Through social media, corporations are able to get feedback.

Although communication in social media has been popular recently as people have easier access since some gadgets have in-built social media apps that are installed during manufacturing and smart phones have provided easier access to internet, organizations especially those owned by government are still hesitant to use them as medium of communication (Aladwani and Dwivedi, 2018). Social media provides a platform for two-way communication and interaction, given the nature of this two-way and real-time communication. However, social media has brought a lot of benefits in communication but has brought up new challenges to some of the policies guiding public institutions on openness that guides organization working and management process (Macnamara and Tai, 2020).

Mkhululi, Sisanda and Makwambeni (2023), conducted a research on Use of social Media for internal Communication within South African Local Government. The study was done in O.R Tambo district and in its findings discovered that employees use social media to get internal communication but they use social media irregularly. The study recommended further studies on study gaps that required to be researched on.

There is a notable gap in knowledge on use of social media by government corporates as they use them to issue directives mostly and leave a very little room for feedback. This study therefore was most appropriate to determine students' reliance on social media information, satisfaction brought through social media communication and engagement by students through social media. According to Osatuyi (2013), effectiveness of information shared on social media sites remains an important aspect to companies. Information shared on social media requires a great bit of clarity and it must prove to be credible otherwise clients and potential clients was driven away. Organizations are only able to retain their social media clients by maintaining high credibility standards of the information they share.

### **1.3 Objective of the Study**

#### **1.1.3 General Objective**

The general objective of the study was to assess the effectiveness of social media in information dissemination in public institutions – a case study of Kenyatta University.

#### **1.3.1 Specific Objectives**

The following were the study's particular objectives:

- i. To determine the extent to which students rely on social media channels for information dissemination at Kenyatta University.
- ii. To evaluate the level of students' satisfaction with the effectiveness of social media channels for information dissemination at Kenyatta University.
- iii. To assess the effect of student engagement with social media on the effectiveness of information dissemination at Kenyatta University.

### **1.4 Study Questions**

The following questions served as a guide for the research:

- i. To what extent do students rely on social media channels in information dissemination in Kenyatta University?
- ii. To what level are students satisfied with social media channels in information dissemination at Kenyatta University?
- iii. How often do students engage social media in information dissemination in Kenyatta University?

### **1.5 Justification and significant of the Study**

Information dissemination to clients or potential clients by an organization is one of the core aspects. Organizations disseminate information which is tailored for their client consumption through different channels of communication such as social media. There

is noticeable change in use of social media in Kenyatta University as channels of communication with students. However, research on the effectiveness of social media as a tool of communication in public institutions in Kenya is scanty. Thus, this study aimed to explore the effectiveness of social media in information dissemination in public institutions.

For Kenyatta University management, the study's findings were significant. The results provides the management of the University with data on effective utilization of social media in disseminating information to its students who are the University's primary clients. The findings also benefit other public universities in Kenya regarding effective use of social media for information dissemination to students.

The findings of this study also benefits consultants in the many fields including those who develop policies about use of social and information was used to come up with measures of enhancing effectiveness of social media in communication. The study's findings also made public in order to expand on what is already known about how successful social media is in disseminating information.

### **1.6 The Scope of the Study**

This study concentrated on social media with regards to information dissemination in Kenyatta University. The key indicators of social media were student reliance, student satisfaction and student engagement. The study's intended demographic was the 22,854 first- and fourth-year undergraduates enrolled at Kenyatta University. This was because the first year students were introduced to the University policy on social media use while the fourth year students are presumed to have acquired a wide range of experience in social media use. The study used a total of 100 participants who was chosen using Slovin's algorithm as its sample size. The study made use of primary data that was

acquired through the use of semi structured questionnaires. The investigation took place at Kenyatta University.

### **1.7 Limitation of the Study**

The researcher anticipated the issue of honesty in responding to the study questions to arise. To minimize this, the researcher requested the respondents to be honest with their responses while filling the questionnaires. Non-response might also limit this study as some respondents might be unwilling to fill the information in the questionnaires. This was overcome by getting an introduction letter from Kenyatta University to instill confidence in the respondents concerning the study. Additionally, the researcher approached the National Commission for Science and Technology (NACOSTI) for permission. Furthermore, participants were given the guarantee that the information they provide was kept strictly confidential and used exclusively for educational purposes.

### **1.8 Organizational of the study**

There were three chapters in the study project. The context of the study, the problem statement, the study objectives, the study questions, the significance and justification of the investigation, the study's scope, and the study's constraints were all highlighted in chapter one.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a theoretical as well as empirical review of the literature on the dissemination of information via social media. A summary of Literature review was presented where by gaps in previous researchers was shown.

#### **2.2 Empirical Review**

##### **2.2.1 Student reliance on Social Media Channels**

In their 2018 study on the social media age of information, Arceneaux and Dinu focused on Instagram and Twitter as platforms for sharing knowledge in higher education. In order to determine how the structure of text-based (Twitter) and visually-based (Instagram) communications affects American college students' recollection of digital information, this study utilized an experimental design with 405 college students. It also looked into the impact of communicator credibility on how college students accessed information that was distributed digitally. Findings demonstrated that information with a visual component published by reliable news outlets significantly increased information retention.

Al-Dmour et al. (2020) conducted research on how social media affects the preservation of public health. The specific goal was to examine how public health defenses against the COVID-19 pandemic in Jordan were impacted by social media platforms, using public health knowledge and behavioral changes as mediating factors. A sample size of 2555 social media users was used for the web surveys that were used to collect the data. Structural equation modeling was utilized in the study to examine and validate the study variables. The findings demonstrated that social media platforms significantly boosted

the public health response to the COVID-19 outbreak. While this study is important to the current study, its main focus was on the effect of social media on protection of public health against COVID-19 while the current one assessed student reliance on social media channels in relation to information dissemination at Kenyatta University.

Edogor et al., (2015) carried out a research on Nigerian user's evaluation of credibility of social media sites. A sample of 300 individuals was selected for the study using a multistage selection technique and a survey research methodology. A questionnaire served as the data collection tool. The study discovered that while Facebook was considered to be the most credible social media platform in Nigeria, some of the sites' contents were confirmed to be unreliable by their Nigerian users.

Mwongela (2012) investigated how social media have changed newsroom operations in Kenya with a focus on Standard and Nation media groups. A sample size of 50 participants was selected via purposeful sampling from the two media outlets. Data collection involved the use of structured questionnaires. Data analysis was done using qualitative approach. Results from the study indicated that journalists have embraced social media in gathering and dissemination of news. The study, which is pertinent to the current study, concentrated on how Kenyan newsrooms employed social media as a tool for gathering, analyzing, and disseminating information. The focus of the current study is on the reliability of social media channels in information dissemination to students in public universities in Kenya thus creating a contextual gap.

### **2.2.2 Students' satisfaction with social media channels**

Poluan et al. (2022) did a study to learn how the general public perceives social media as a means of interaction in the setting of South Minahasa Regency Government institutions in Indonesia. A sample of 100 participants was chosen via purposeful

sampling from South Minahasa Regency. Data was collected through use of questionnaires. Data analysis involved structural equation modeling technique. According to the findings, social media significantly and favorably influences public attitudes, public contentment, and public attitudes significantly and favourably influence public satisfaction with government institutions. The study, however pertinent to the present one, was conducted on non-academic institutions in Indonesia, whereas the present study concentrated on an academic setting in Kenya, creating a contextual and geographic gap.

In Ghana, Ofori et al. (2021) looked at how satisfaction and attitude mediated consumers' intentions to use healthcare-related social media content. A sample size of 200 respondents was obtained using the convenience sampling method. An online questionnaire was used for the data collection process. Structural Equation Modeling (SEM) 3.0 of Smart PLS was used to examine the data. The results indicated a positive correlation between social media healthcare information and user acceptance.

Nyambura (2013) conducted a study on the influence of social media on customer satisfaction with a focus on Safaricom Call Centre in Kenya. Users of social media platforms who are Safaricom subscribers made up the study's target audience. 384 respondents that were purposefully sampled were included in the sample size. Data collection involved the use of questionnaires. The data analysis employed descriptive statistics. The results demonstrated that timely social media feedback has a positive effect on consumer satisfaction. This study however concentrated on Safaricom which is a profit making entity while the current study focused on Kenyatta University which is a learning institution.

### **2.2.3 Students Social Media Engagement**

In Singapore, Jiang et al., (2022) did study on client involvement and health promotion through social media. The Information-Community-Action Framework was used in the study to undertake a content analysis of 1,481 comments on Facebook published by Singapore's Health Promotion Board. The results demonstrate a relationship between organizational knowledge, the dissemination of health benefit information, and online audience participation. Online audience engagement also demonstrated a favorable link with organization-audience interaction. However, the study was conducted in Singapore on the Health sector while the current study was done in Kenya with a focus on the academic sector.

Ekezie and Bosa conducted a study in 2021 on the social media and information sharing demographics of Covid-19 in Nigeria. Understanding how particular demographic parameters in Nigeria affected how people interacted with information about the COVID-19 epidemic on social media was the study's explicit goal. 1127 Nigerian respondents made up the sample size. A cross-sectional online survey created with Google Form was used to collect the data. The method of descriptive statistics was employed to analyze the data. Results indicated 92.4% of the respondents relied on social media as a primary source of information. The study considered public perception of social media as a variable which is different from the current study which considered student social media engagement as a variable.

In order to better understand how social media affects the sharing of information in Kenyan universities, Khamali and Thairu (2018) undertook a study. Purposive sampling was used to select a sample size of 233 students from Strathmore University. Structured questionnaires were employed for data collection. Descriptive statistics were used in the data analysis. The findings indicated that social media tools enabled better

interaction and communication amongst students in Kenyan universities. However, the study considered information sharing amongst students while the current study considered information dissemination to students at Kenyatta University.

## **2.3 Theoretical Review**

### **2.3.1 Social Cognitive Theory**

Theory of Cognitive Mass Communication claim that social systems are firmly entrenched in the human self-development, adaptation, and changes. Social cognitive theory provides a guideline which is used in developing conceptual framework that is used in analyzing mechanisms employed in symbolic communication which has influence on human thought, effect and action they take. Communication systems operate by promoting changes through information, motivation and guidance of community of participants thereby affecting social networks and community settings (Bandura, 2009; Schunk and Dibenedetto,2020). Bandura explains that people are able to learn through observation and adapt to certain behaviors depending on motivating factors or what they associate on personal basis to various actions and symbols. People are product and produces of their own Society. The cognitive sociological approach emphasizes that social settings and membership in social groups in the societies we live in significantly constrain and influence our way of thinking (Hideyat et al., 2020). People have different perspectives on the world, depending on their political affiliation, line of work, and religion. The Social Cognition Perspectives consider the various manners in which people pick up and maintain specific behaviors, in addition to the social setting in which those behaviors are carried out. Social learning has the following assumptions according to Albert Bandura; Human learn naturally through observation, use of punishment and reinforcement is allowed though does not directly lead to learning, mediation processes have effect of determine whether a student follows the

behaviour they observe and sometimes learning can occur without resulting in behavioral change(Zhao et al,2020).

For those looking for information on social media, there are three main aspects that significantly positively impact social media: (3)Emotional arousal and self-efficacy (Liu and Liu, 2020). (1) Content and platform quality and usage experience. (2) Experience, environment, which includes social support.

According to Bandura there are those Psychological process needed to acquire new behavior they follow a certain sequence. One needs to take note of the behavior, encode it in mind and then translate what is in mind into an applicable action and takes the following sequency: attention, retention, reproduction and motivation (Debell, 2022). In addition Social Cognitive theory considered that individual's actions do not include all behaviours one learns by observing others and recognized critical role of motivational incentives for adopting of specific behaviours. Individuals lead to motivating or expected outcomes rather than unrewarding or punishing results (Debell, 2022). Human beings as agents of experience, reproduce experiences through regulations of rewarding and punishing. In communication, Debell (2022) applied the theory in Mass Communication. Bandura noted that Social Cognitive theory impacted media-generated mass communication in three ways.

Media can paint ideas in minds of people either directly or through adapters. Media also has ability to teach new forms of behaviours and motivates people to be in actions by changing people's beliefs, preferences, expectations and perceptions. People expressed to media they become transmitters on new behaviours they have learn (Debell, 2022; Bandura, 2001).

### **2.3.2 Theory of Social Presence**

Social presence theory developed in 1976 by short. Christine and Williams Torrent of the theory is that the more Social presence an organization manages to obtain, they also had a large share of Social influence that communication partners have on each other (Martin & Bollinger, 2018; Martin & Parker, 2014; Martin et al., 2020).). Social influence cannot be ignored as it influences the number of audience reached. In support of the theory states that in good communication ambiguities are resolved, this prevents disillusionment, disengagement and attrition as people have self-reflection and corresponding support systems even in times of emergency.(Martin & Bollinger, 2018; Martin & Parker, 2014; Martin et al., 2020).) (Mazalali, 2011), “richness” of media is measured by the amount of resolutions, media can provide. If Kenyatta University successfully reduced ambiguous regarding mission, vision and goals through Social media platform, it assisted Kenyatta University to gain rich and strong communication network with recipient of information. Theories support Social Media Profile and presence but effectiveness of communication in social media platform still relies on effective communication theory; message transmission through certain and specified channel that receive understand and gives feedback.

Social presence in social media platforms contributes to levels of intimacy which is affected by certain elements that includes physical distance, eyes contact; this has led to emergency of social space (Weidlich & Bastiaens, 2019). A sense of belonging, a collaborative atmosphere, reciprocal trust, social identity, and group cohesion are characteristics of an ideal social environment. Relationships between group structures of standards and principles, obligations and responsibilities, beliefs and ideas, are known as social spaces. Theoretical foundation of Social Presence theory can be used to evaluate interpersonal communication in mediated environments in terms of

intimacy- Closeness self in a relationship (Kreijns et al.,2000; Weidlich and Bastiaens,2019)

### 2.3.3 Persuasive Theory

Persuasive theory is an argumentative and social phenomenon. There are two categories of persuasive communication, according to research: intellectual appeal and emotional appeal. While an emotional appeal stirs the audience’s emotions, a rational appeal includes empirical proof and rational justifications that have even been tested (Young, 2017).

In persuasive communication, the words used are normally meant to shape, reinforce or responses adjustment of others. This type of communication normally addresses people’s needs, values and desires. It is also used sometimes to change or transform people’s behavior, believes and attitudes through the message being transmitted that allows audience to make informed decisions (Sidhu, 2015; Young 2017). Source, Message, and Audience are the three elements of persuasion, which aims to alter people’s beliefs, attitudes, and behaviours (World Bank, n.d.). The component of persuasion according to (Baumeisher & Bushman, 2014):

**Table 2.1: Persuasive Theory**

Source	Message	Audience
Credibility	Reason/ Emotion	Intelligence
Expertise	Steady/ Tender	Need for cognition
Trustworthiness	One/Two Sides Message	Public imagination
Likeability	Repetition	Age
		Cultural difference
		Overhead message
		distraction

Persuasion plays a critical role in everyone’s life and it promotes cooperation as there are no winners or losers since is a way of convincing others to do what you want without using force and some scholars argue that people often make decision based on emotions rather than logic and later look for ways to rationalize their decisions (Schafer,2019).

## 2.4 A summary of the gaps in the literature review and the research

**Table 2.1: A summary of the gaps in the literature review and the research**

Author	Focus area	Methodology and key research findings	Research gap	Focus of current study
<b>Student reliance on Social Media Channels</b>				
Arceneaux and Dinu (2018)	Influence of the delivery of a text-based (Twitter) and visually-based (Instagram) contents on American college students’ memory of digital information	Experimental design method. Information with a visual component published by reliable news outlets significantly increased information retention	The study focused on social media content with visual component	The current study considered student reliance on social media channels in Kenyatta University
Al-Dmour et al. (2020)	The impact of social media platforms on Jordan’s public health defense over the COVID-19 outbreak through community behavioral modifications and public health awareness.	Structural equation modeling method. Social media tools greatly boosted the public’s ability to fight the epidemic COVID-19.	Study was done in Jordan with a focus on social media in enhancing public health defenses against COVID-19 pandemic	The current study focused on student reliance on social media in relation to information dissemination in Kenya
Edogor et al. (2015)	Nigerian users’ assessments about the legitimacy of social media platforms.	Descriptive statistics method. Facebook was considered as the most credible social media platform in Nigeria while some of the sites’	The primary objective of the study was to assess the reliability of social media platforms.	The current study focuses on student reliance on social media channels as sources of information

		contents were confirmed to be unreliable.		
Mwongela (2012)	Investigated how social media have changed newsroom operations in Kenya with a focus on Standard and Nation media groups.	Qualitative approach for data analysis. Results from the study indicated that journalists have embraced social media in gathering and dissemination of news.	Focus was on use of social media as a tool for collecting, processing and disseminating information by newsrooms in Kenya.	The current study concentrates on the accuracy of social media in informing Kenyatta University students.
<b>Students' satisfaction with social media channels</b>				
Poluan et al. (2022)	Assessing how the public views social media in the context of Indonesia's South Minahasa Regency government institutions in terms of its influence and usefulness as a communication medium.	Modeling with structural equations for data analysis. According to the findings, social media significantly and favorably influences public attitudes, public satisfaction, and public attitude, which in turn significantly and favorably influences public satisfaction with government institutions.	The study focused on non-academic institutions in Indonesia	The current study focused on student satisfaction with social media channels in information Dissemination in Kenyatta University, Kenya
Ofori et al. (2021)	Analyzed how attitude and satisfaction in Ghanaian consumers' desire to embrace healthcare information from social media.	SmartPLS Structural Equation Modeling (SEM) version 3.0 was used for data analysis. The findings showed a link between user approval and healthcare information on social media.	The study focused on user acceptance of social media healthcare information	The current study focused on student satisfaction with social media channels in relation to information dissemination.

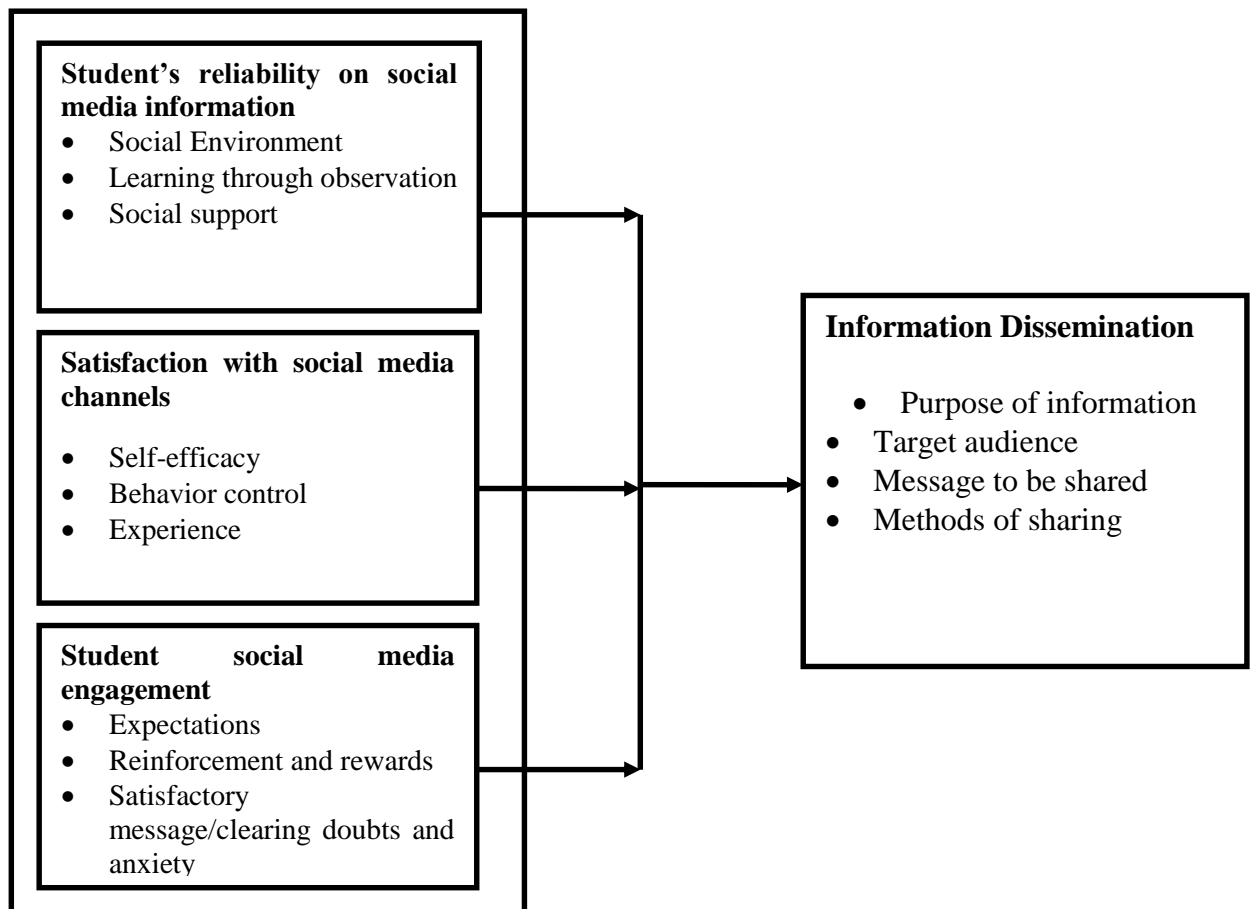
Nyambura (2013)	Influence of social media on customer satisfaction with a focus on Safaricom Call Centre in Kenya.	Descriptive statistics for data analysis. . The findings showed that the timely feedback on social media had a positive influence on customer satisfaction.	The focus of the study was on a profit making organization	The current study focused on Kenyatta University which is a non-profit public institution.
<b>Students Social Media Engagement</b>				
Jiang et al. (2022)	Relationship between social media health promotion and client engagement in Singapore.	Information-Community-Action Framework for analysis. Findings demonstrated a positive correlation between organizational information and the spread of health benefit information and online audience engagement	The study focused on audience engagement with health organizations in Singapore	The current study focused on student engagement with social media channels in relation to information dissemination in Kenyatta University, Kenya
Ekezie and Bosa (2021)	Correlation between Covid-19 social media demographic representation and Nigerian information consumption	Descriptive statistics method for data analysis. Results indicated 92.4% of the respondents relied on social media as a primary source of information.	The study considered public perception of social media as a variable	The current study considered student social media engagement as a variable.
Khamali and Thairu (2018)	Social media's impact on how information is shared at Kenyan universities.	Descriptive statistics for data analysis. Findings indicated that social media tools enabled better interaction and communication amongst students in Kenyan universities	The study considered information sharing amongst students	The current study considered information dissemination to students in public universities.

## **2.5 Conceptual Framework**

DePaula and his colleagues (2018) constructed a model based on their research of government ministries in the United States, and they investigated the connection between various forms of information and how information users responded. This study used some of the concepts. This study presents the conceptual basis for empirical testing the relationship between effectiveness of social media information dissemination in public universities. A conceptual framework system is a collection of overarching concepts and ideas drawn from significant disciplines of study and used to organize a future introduction (Kombo & Tromp, 2009). A conceptual framework is a speculative illustration that describes the model being studied and the relationship between the dependent and independent components (Mugenda & Mugenda, 2003). A conceptual framework's main goal is to arrange and represent ideas that are essential to the study and show the relationships that exist amongst them. Students' dependability on social media platforms, contentment with those platforms, and participation in social media are the study's independent variables. On the other side, student information dissemination was the dependent variable.

## Independent Variables

## Dependent Variable



**Figure 2.1: Conceptual Framework (Social Cognitive Theory)**

Source: Research (2023)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter discusses the research design, study population, study setting, study variables, sample size and sampling methods, research tools, pilot study, validity and reliability, data collection methods, data analysis, and ethical decisions to be made while performing fieldwork. In this study, mixed method research approach which allows mixing or intergrating both quantitative and qualitative approaches in a single study to produce an thorough investigation of research problem was used.

#### **3.1 Research Design**

The purpose of the study was to get better understanding how social media can be used in information dissemination. A quantitative survey methodology was used with descriptive research design to examine and investigate students' reliance, students' satisfaction and students engagement in social media channels in information dissemination. The research questions have been designed in purpose to to further understand the data that was collected. Quantitative surveys allow for the collection of numerical data that can be objectively analyzed and interpreted. This approach is suitable for investigating variables such as reliance, satisfaction, and engagement, as it provides clear, measurable indicators of these constructs. Surveys enable researchers to gather data from a large sample size, which enhances the generalizability of the findings. Given the diverse nature of students' experiences and behaviors on social media platforms, having a sizable sample ensures that the findings are representative of the broader student population at Kenyatta University. Surveys are a relatively efficient and cost-effective way to collect data from a large number of participants. This is particularly advantageous for studying social media usage among students, as it allows

researchers to reach a wide audience without incurring substantial time and resource costs (Davies & Fisher, 2018).

### **3.2 Site study**

Kenyatta University is an ISO Certified Institutions and therefore best site to conduct this study. The study took place on the main campus of Kenyatta University. Kenyatta University was established as one of Kenya's public universities (Nganga, 2011). The Templar barracks in Kahawa were turned over to the newly established Kenyan government by the British authority in 1965, the year the institution was founded. Including Nairobi-Main, Mombasa, and Nakuru, A number of satellite campuses have been closed, including; Nyeri, Embu, Garissa, Kisumu, Kericho among others. Main Campus is the largest and has the highest number of population and the study was done there.

### **3.3 Study Population**

Undergraduates normally study for four Academic years; First years, Second years, Third years and Fourth years. In this study, first and fourth years students were used; this study population was arrived at by arranging the four groups from first years to fourth years in chronological order - first and last group was picked. First year group were still undergoing orientation process in the new environment and fourth year group who have been in session for several semesters represent the most experienced group in the study as indicated in Table 3.1.

**Table 3.1: Study Population**

<b>Students</b>	<b>Targeted population</b>	<b>%</b>
First Year	12,225	53.6
Fourth Year	10,599	46.4
<b>Total</b>	<b>22,854</b>	<b>100</b>

*Source: Kenyatta University, 2023*

### **3.4 Sampling Techniques and Sample size**

#### **3.4.1 Sampling Frame**

A sampling frame, according to Taherdoost (2016), is a list of a population from which a sample is taken. The list of 22,854 regular first and fourth year students in all departments on the main campus of Kenyatta University served as the sampling frame for the study. These numbers were provided by the students' data base office. The first 100 students was chosen from different classes of first years and fourth years during their lecture time.

#### **3.4.2 Sampling Technique**

Simple random selection methods was combined with stratified sampling to choose the study's sample. The students was separated into first and fourth year fulltime students using the stratified technique, and participants from the two strata was chosen at random to create the sample. A sample is a small set of the target population that acts as a representative of the whole population and sampling technique is a method used to choose the study's participants. It necessitates choosing a portion of the population for the purpose of investigation (Sharmah, 2017).

Through assistance of class representatives, the list of first and fourth year regular students was obtained. The sample size was set at 100 individuals from the population

using the simple random selection method. 100 participants were chosen at random from the general community using a random table and was picked during their physical lectures. These techniques worked best because the students for this investigation were selected from two different academic levels.

### 3.4.3 Sample Size

A sample size is the number of people who act as representation of whole population (Kabuacha, 2021). The main advantages of investigating a sample compared to the entire population are time, precision, cost, and data quality (Kabuacha, 2021). According to Majid (2018), a good sample should be practicable, inexpensive, and provide an accurate depiction of the entire population. It should also have a small sampling error. Cooper and Schindler (2006) claim that a sample size of 10 to 30 percent of the overall population under study is sufficient for extrapolating the research findings as long as the sample is appropriately chosen. Slovin's formula was used to establish the sample size of 100, which took into account the study's sizable population.

$$n = \frac{N}{1+N(e)^2}$$

Where N = 22,854, e = 10% confidence level; n = Sample

$$n = \frac{22,854}{1+22,854(0.1)^2} = 99.56$$

=Approximately 100 respondents

**Table 3.2: Study Sample**

<b>Students</b>	<b>Targeted population</b>	<b>Procedure</b>	<b>Sample size</b>
First Year	12,225	$12225/22854*100$	53
Fourth Year	10,599	$10599/22854*100$	47
<b>Total</b>	<b>22,854</b>		<b>100</b>

### **3.4.4 Research Instruments**

Kenyatta University being a research Institution and ISO Certified has created a collaborative environment for researchers. In the mixed method approach, qualitative data obtained was arranged in sets in quantitative data to explicate the quantitative findings. The study's research tool that was a semi-structured questionnaire with both closed and open-ended items. Both qualitative and quantitative data were gathered from the sample using the questionnaire's design. Additionally, a questionnaire was utilized during interviews with important informants, in this example, the Webmaster Directorate personnel in charge of social media. Qualitative research methodology was used in the study which allows interviewing in some capacity to explore thoughts and opinions (Creswell, 2016). Quantative research methodoly also allowed the study to test hypothesis through statistical data collection (Park & Park, 2016)

### **3.5 Pilot Study**

A pilot study was conducted before the actual study, the research instruments underwent pre-testing to guarantee their validity and clarity. Sample size for a pilot study should be 10% of the sample size and the pre-test of the questionnaire was therefore conducted on a representative sample as with aim to refine the questionnaire for the main study (Hazzi & Maldaon, 2017). Ten participants from the target

population completed the questionnaire as a pilot test; however, they were not included in the study's final sample.

### **3.6 Validity and Reliability of Research Instruments**

#### **3.6.1 Validity**

The three types of validity that were evaluated in this study were content, construct and criterion-related validity. Content validity was ensured through a questionnaire with questions that extensively covered the research questions of the study so as to obtain the relevant data on effectiveness of social media in information dissemination in Kenyatta University. Construct validity was assessed through sufficient number of test items on the questionnaire and through pilot tests in order to test what the instrument with intention to measure and give a generalization of the study (Brown, 1996).

#### **3.6.2 Reliability**

Cronbach's Alpha was used to evaluate the internal consistency approach. A predetermined edge of 0.7 was deemed to be an acceptable level of reliability. According to Mohammed, Sulaiman, Sern, and Salleh (2015), Cronbach's references to an internal measure, or how closely related a set of things are collectively. In other words, numbers above 0.7 indicated the presence of reliability quality, whereas values below 0.7 indicated that the research instrument lacked dependability. The level of information acquired utilizing the questionnaires to a certain area or substance of a specific notion was used by this study as a measure of content legitimacy.

### **3.7 Data Collection**

Utilizing questionnaires targeted at particular study objectives helped collect primary data. In order to ensure the validity and dependability of the data collection and to ensure a thorough grasp of the quantifiable characteristics, the survey included both

structured and unstructured questions. For the purpose of quantifying respondents' feelings toward various information distribution ideologies, the structured questions were given on a Likert scale. Utilizing questionnaires greatly aided in gathering data from big samples, reduce the likelihood of bias, and ensure that anonymity was always maintained. However, information from the webmaster officers working on social media was gathered using an interview guide.

### **3.8 Data Analysis**

The data gathered through surveys were analyzed using quantitative methods throughout the study. Before employing statistical data produced from the study questions to statistically evaluate the acquired data, it was first coded. The inquiry was carried out using SPSS, a statistical program for social sciences, to support information translation. In order to organize and show the coded data for statistical analysis, the rates, means, and changes for each factor was determined. The material that has been broken down was then presented in tables and graphs to provide a clear picture of the conclusions.

The regression equation was as follow;

$$\mathbf{YE = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon}$$

Whereby;

**YE** = social media and information dissemination in public universities

**B0** = Constant

**$\beta_1, \beta_2, \beta_3, \beta_4,$**  = Coefficients of determination

**X1** = students reliance

**X2** = students satisfaction

**X3** = student social media engagement

$\epsilon$  = Error term

The key informant interview guide and questionnaires' unstructured question replies was analyzed using thematic analysis. Thematic analysis can be used to identify, investigate, and present data patterns. As a result, the researcher grouped the unstructured question answers and audio recordings of interviewee responses according to the study's purpose before reporting the interpretation. The steps that was employed to gather and evaluate the data include: interviewing the participant on tape, transcribing the data into a word processing tool (this includes choices about which specifics to include and remove), and finally interpreting the results. The data was then coded into themes in the third stage by searching for frequent words, phrases, concepts, or answers. Finally, generalizations regarding the research topic was made from themes and interpreted in light of the literature that is already available.

### **3.9 Data Management and Ethical Considerations**

#### **3.9.1 Data management**

Confidentiality was ensured when handling the data. The data was presented as the respondents originally entered it; the researcher did not change or amend any information provided by the respondents.

#### **3.9.2 Ethical Considerations**

Ethics came first in all choices. The researcher initially obtained an introductory letter from University before seeking NACOSTI for permission. When the researcher introduces him to the institution where study was conducted, he used the permit and an introduction letter.

Plagiarism, voluntary involvement, confidentiality, and informed consent are the main ethical issues that the researcher paid attention to. Respondents were thus provided

information voluntarily rather than under duress. No secondary sources were used without proper citation, which prevents plagiarism. In terms of informed consent, the researcher asked for permission from the appropriate party well in advance of the interview. The participants were also given a thorough introduction and briefing to ensure that they are aware of the study's procedures and benefits.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results of the research that was conducted to establish the findings of the study. The purpose of the study was to assess the effectiveness of social media in information dissemination in public institutions – a case study of Kenyatta University.

#### 4.2 Response Rate

According to Fowler (2014), the response rate is calculated as the percentage of survey respondents who answered to each question. At Kenyatta University, 100 questionnaires were distributed to the students. 98 of the 100 surveys that were distributed were properly completed and returned. This represented a response rate of 98.0 percent. This suggests that the volume of returned surveys was sufficient for analysis. The results for the response rate are presented in Table 4.1.

**Table 4.1 Response Rate**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Unreturned questionnaires</b>	2	2.0
<b>Returned questionnaires</b>	98	98.0
<b>Administered questionnaires</b>	100	100

#### 4.3 Pilot Study Results

A pilot research was conducted on the questionnaire instrument to evaluate its validity. Ten respondents were chosen at random from the student population because the pilot research only included 10% of the selected respondents. The following were the pilot's outcomes:

**Table 4.2 Reliability Results**

<b>Objective</b>	<b>Alpha value</b>	<b>Number of items</b>
<b>Information dissemination</b>	0.783	3
<b>Students' Reliance on social media</b>	0.811	3
<b>Students' satisfaction with social media</b>	0.702	3
<b>Students social media engagement</b>	0.815	4

The pilot results indicated that the reliability of the information dissemination in public institutions was 0.783 using Cronbach's alpha test of reliability; the reliability of the Students' Reliance on social media was 0.811; the reliability of the students' satisfaction with social media was 0.702; and the reliability of the students social media engagement was 0.815. A Cronbach's alpha of 0.7 and above, as per Sekaran and Bougie (2011), is regarded as good. The study's findings showed that every variable produced an alpha test value more than 0.70, making every item considered dependable and hence suitable for data analysis.

#### **4.4 Demographic Information**

The purpose of background information was to reveal pertinent facts about the respondents. The study categorized demographic data according to gender, age, years of employment, and degree of education.

##### **4.4.1 Distribution of Respondents by Gender**

The study sought to establish the distribution of respondents by gender as shown in Table 4.3

**Table 4.3 Gender of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>Male</b>	60	61
<b>Female</b>	38	39
<b>Total</b>	<b>98</b>	<b>100</b>

According to the study’s findings on the respondents’ gender, 60 (61.0%) of them were men and 38 (39.0%) were women. This demonstrates that the majority of pupils were male. It also demonstrates how the study was able to reduce the impact of gender bias by gathering data from both genders and including both of their perspectives. By gathering input from both male and female students, the study ensures a more comprehensive understanding of the effectiveness of social media in information dissemination at Kenyatta University. This inclusion is crucial for accurately assessing the experiences and satisfaction levels across the student body, thereby enhancing the reliability and validity of the study’s conclusions.

#### **4.4.2 Distribution of Respondents by Age**

**Table 4.4 Distribution of Respondents by Age**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percent</b>
<b>Below 18 years</b>	75	76.7
<b>18-25 years</b>	23	23.3
<b>Total</b>	<b>98</b>	<b>100</b>

The study results revealed that 76.7% of the respondents were aged below 18 years while 23.3% were aged between 18-25 years. The study results revealed that the majority of the respondents were aged below 18 years. This finding suggests that social media’s role in information dissemination at Kenyatta University is particularly significant among the younger segment of the student population. This age group might

rely more heavily on social media for information due to their familiarity and comfort with digital platforms. Understanding this demographics' preferences and behaviors is crucial for the university to effectively utilize social media channels for communication and information dissemination. Additionally, the presence of older students (18-25 years) in the study helps to provide a broader perspective, ensuring that the effectiveness of social media is evaluated across different age groups, which enhances the overall understanding of its impact within the university.

#### 4.4.3 Distribution of Respondents by the Programme

**Table 4.5 Distribution of Respondents by the Programme**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>
<b>Science &amp; Technology</b>	32	33.0
<b>Business</b>	36	37.0
<b>Arts and Humanities</b>	23	23.0
<b>Total</b>	<b>98</b>	<b>100.0</b>

The study findings indicated that 33.0% were pursuing science and technology programs, 37.0% were pursuing business; 23.0% were pursuing arts and humanities. This finding suggests that students from various academic disciplines are actively engaged with social media platforms for information dissemination at Kenyatta University. The significant representation of students pursuing business programs (37.0%) indicates that social media may play a crucial role in disseminating information related to business events, opportunities, and academic updates within this academic domain. Similarly, the presence of students from science and technology programs (33.0%) suggests that social media platforms are utilized for sharing updates, research findings, and technological advancements relevant to their fields of study. The involvement of students from arts and humanities programs (23.0%) indicates that

social media also serves as a platform for sharing cultural events, artistic endeavors, and humanities-related discussions within the university community.

The study further sought to determine whether the students had opened social media accounts, the study results revealed that all the students agreed that they had opened social media accounts.

#### **4.4.4 Distribution of Respondents by frequency of visiting social media sites**

**Table 4.5 Frequency of visiting social media sites**

<b>Years of work</b>	<b>Frequency</b>	<b>Percent</b>
<b>Twice</b>	11	11.0
<b>Thrice</b>	13	14.0
<b>Everyday</b>	74	75.0
<b>Total</b>	<b>98</b>	<b>100.0</b>

The study results indicated that 11.0% of the respondents visited the social media sites twice a week; 14.0% visited the social media sites thrice a week whereas 75.0% visited the social media sites every day. This finding highlights the potential effectiveness of utilizing social media channels for information dissemination within Kenyatta University. Given the high frequency of usage among students, leveraging social media platforms can be an efficient and accessible means of reaching and engaging with the university community regarding important updates, events, and announcements.

#### 4.4.5 Factors that motivate to visit social media site

**Table 4.5 Factors that motivate to visit social media site**

<b>Years of work</b>	<b>Frequency</b>	<b>Percent</b>
<b>Information</b>	7	7.0
<b>Boredom</b>	8	8.0
<b>Enjoyment</b>	83	85.0
<b>Total</b>	<b>98</b>	<b>100.0</b>

The study results indicated that 7.0% of the respondents visited the social media sites because of information; 8.0% visited the social media sites because of boredom whereas 85.0% visited the social media sites because of enjoyment. This finding underscores the importance of considering the recreational aspect of social media when utilizing these platforms for information dissemination within the university context. While social media can be effective for sharing important updates and announcements, it's crucial to recognize that most students primarily engage with these platforms for enjoyment. Therefore, content intended for dissemination should be designed to be engaging, interesting, and align with students' interests to effectively capture their attention and encourage interaction.

#### 4.5 Descriptive Findings and Discussions

The study examined the views of different respondents on effectiveness of social media and the information dissemination in public institutions in Kenyatta University. The respondents were requested to indicate their views on a Likert scale ranging from-Very dissatisfied=1, Dissatisfied=2, moderately satisfied=3, satisfied=4 and strongly satisfied=5. The findings' frequencies and percentages were noted. Additionally, the results were shown as a mean and standard deviation.

#### 4.5.1 Students' Reliance on Social Media and Information Dissemination

The first objective of the study was to establish the effect of Students' Reliance on social media on the information dissemination in public institutions in Kenyatta University. The study findings were as shown in Table 4.6.

**Table 4.6 Students' Reliance on Social Media and Information Dissemination**

Statements		SS	S	MS	D	V	Total	Mean	StdDev
<b>Social media assist them in socializing.</b>	F	61	26	11	0	0	98	4.52	1.115
	%	62.6	26.6	10.8	0	0	100	90.4	
<b>Information found information social media help them to learn.</b>	F	61	26	11	0	0	98	4.51	0.275
	%	62.6	26.6	10.8	0	0	100	90.2	
<b>They believe the information posted in social media achieve its purpose.</b>	F	59	29	11	0	0	98	4.48	0.450
	%	59.7	29.5	10.8	0	0	100	89.6	

The respondents were asked to give their views on whether social media assist them in socializing. According to the study's findings, 89.2% of participants felt that social media helps them connect with others (Mean=4.52; SD=1.198). The study's findings also showed that 89.2% of respondents agreed that using social media to learn new things helped them (Mean=4.51; SD=0.275), and none of them expressed dissatisfaction. The respondents were also questioned about whether they thought that social media information served its intended function. The study's findings showed that 89.2% of respondents felt that the content shared on social media served its intended purpose (Mean=4.48; SD=0.450), and none of them expressed dissatisfaction. According to the study's findings, the majority of respondents were happy with the socializing benefits of social media. Social media provides a platform for connecting

with each other that may happen regardless of time or distance. Through social media, people may establish new kinds of personal relationships and learn more about other people. The most important reason to utilize social media is to allow individuals to socialize, regardless of geography or time constraints. Social media let students keep in touch with existing friends and create new ones thereby acquiring efficient socialization skills. Similarly, it provides a virtual alternative for students who find it difficult to make friends in the real world and protect them from feeling isolated. Users of social media have the ability to post and receive criticism and remarks that can have the philosophical advantage of boosting self-esteem and self-confidence (Al-Dmour et al., 2020). Through the use of social media students have well-established human connections, boosted communication skills, social skills; sense of responsibility, relationships, and self-esteem which reveal the need for the socialization ideology.

Students' ability to make friends and socialize has been aided by the use of social media. Students meet new people and keep in touch with old ones on sites. For adolescents, social media is important because it provides an interactive platform where they can engage with their peers, create social relationships, and exchange knowledge and information relevant to their day-to-day activities.

#### **4.5.2 Students' satisfaction with social media and Information dissemination in public institutions**

The study sought to determine the effect of students' satisfaction with social media on the information dissemination in public institutions in Kenyatta University. The study findings were as shown in Table 4.7.

**Table 4.7 Students' satisfaction with social media and Information dissemination in public institutions**

Statements		SS	S	MS	D	V	Total	Mean	StdDev
<b>They find information available in social media satisfactory to what they are looking for.</b>	F	28	42	16	8	5	98	3.80	1.047
	%	28.1	42.4	15.9	8.6	5	100	76.0	
<b>Information available in social media affects my response and influence decisions.</b>	F	30	39	11	14	5	98	3.79	1.074
	%	30.2	39.6	10.8	14.4	5	100	75.8	
<b>Information I get from social media increase my experience.</b>	F	22	61	13	2	0	98	4.04	0.342
	%	22.3	61.9	13.6	2.2	0	100	80.8	

The study's findings showed that 70.5% of the respondents agreed that they find information available in social media satisfactory to what they are looking for, compared to 13.6% who were dissatisfied. The respondents were asked to express their opinions on whether they find the information available in social media satisfactory to what they are looking for. The numbers Mean = 3.80 and SD = 1.047 support this. Additionally, it was asked of the respondents if they believed that social media information affected their judgments and responses. The study results revealed that 69.8% agreed that information available in social media affects my response and influence decisions (Mean=3.79; SD=1.047) while 19.4% dissatisfied. In addition, the respondents were asked if information they get from social media increase my experience and the study findings revealed that 84.2% of the respondents agreed that information they get from social media increases their experience (Mean=4.04; SD=0.342) while 2.2% were dissatisfied.

The study findings indicated that majority of the respondents were satisfied that information they get from social media increase their experience. Students are known to get quickly bored when reading and writing. However, social media offers a wealth of online content that students are more likely to read. There is a never-ending list of online messages, comments, news, articles, and eBooks to read. Students will benefit from this as they learn. Social networks promote exploration. A social networking service or group inside a service is likely to appeal to the interests of someone who enjoys particular books, bands, recipes, or concepts. Users can construct their own groups or social networking sites if they're seeking for something odd or more specialized. Young individuals can use social networking platforms to explore their interests and connect with others who have similar ones. They can increase understanding of already-held interests while introducing young people to new concepts and ideas. Additionally, by assisting users in learning about various cultures' ways of life and thinking, they can help users widen their perspectives. These findings corroborated those of Poluan et al. (2022), who found that social media has a large and positive impact on public attitudes, public contentment, and public attitudes have a positive and significant influence on public satisfaction with government institutions.

#### **4.5.3 Students social media engagement and Information dissemination**

The study sought to examine the effect of students' social media engagement on information dissemination in public institutions in Kenyatta University. The study results are shown in Table 4.8.

**Table 4.8 Students social media engagement and Information dissemination**

Statements		SA	A	U	D	SD	Total	Mean	Std Dev
<b>Social media meets information expectations.</b>	F	28	42	16	8	5	98	4.00	1.187
	%	28.1	42.4	15.9	8.6	5	100	80.0	
<b>Social media information rewards the followers</b>	F	8	59	15	12	4	98	3.55	0.969
	%	7.9	60.4	15.2	12.2	4.3	100	71.0	
<b>Those who fails to follow social media miss crucial information.</b>	F	8	59	15	12	4	98	3.55	0.764
	%	7.9	60.4	15.2	12.2	4.3	100	71.0	
<b>The information communicated in social media arouse emotions such anxiety in social media.</b>	F	11	49	20	16	2	98	3.16	0.606
	%	10.8	50.4	20.1	16.5	2.2	100	63.2	

The study results revealed that 70.5% of the respondents agreed that social media meets information expectations (Mean=4.00; SD=1.187) while 13.6% were in dissatisfied. The study also revealed that 68.3% agreed that social media information rewards the followers (Mean=3.55; SD=0.969) while 16.5% were in dissatisfied. The study also revealed that 68.3% agreed that Those who fails to follow social media miss crucial information (Mean=3.55; SD=0.764) while 16.5% dissatisfied. Furthermore, the study showed 61.2% of the respondents agreed that the information communicated in social media arouse emotions such anxiety in social media (Mean=3.12; SD=0.606) while 18.7% dissatisfied. The study findings indicated that majority of the respondents were satisfied that social media meets information expectations. Every student's life revolves around social media in some way. Social media frequently makes it simpler and easier to get information, share information, and communicate. Tutors and students can

communicate with one another and utilize these platforms effectively for the purposes of studying and teaching. The preferred method of communication among individuals is social media. Alumni, stakeholders, current staff and students, as well as potential employees and students, may interact with others who share their interests to ask questions, form friendships, and network. The University can engage with students, potential students, researchers, and other organizations via social media, but at its core, social media is about building relationships with people. In your chosen field(s) or specialization(s), social media offers a forum where you may share your expertise and establish reputation. In an online forum, you may also learn from those who have gone before you or have done comparable research to get knowledge and ideas.

#### **4.6 Inferential Analysis**

The study’s goal in this part was to examine the link between the study variables.

##### **4.6.1 Multiple Regression Model**

The study employed multiple linear regression analysis to ascertain the combined linear relationship between the independent variables (Students’ engagement, satisfaction, and reliability on social media) and the dependent variable (Information dissemination).

The study’s findings were tallied.

**Table 4.9 Multiple Regression Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.864 <sup>a</sup>	0.746	0.801	0.0801

**a.** Predictors (Students’ reliance on social media, Students’ satisfaction with social media, Students social media engagement)

According to the model, there was a degree of association, with the simple correlation being 0.864. The efficacy of social media accounted for 86.4% of the overall variance in the distribution of information in public institutions (adjusted R<sup>2</sup> of the study model: 0.801; R<sup>2</sup> = 0.746; standard error: 0.0801). This indicates that 86.4% of the variation in the data is explained by the linear regression. This suggests that the data from the multiple linear regression did not exhibit first-order linear auto-correlation. This suggests that 86.4% of the variation in information dissemination is explained by social media's effectiveness (students' trustworthiness on social media, satisfaction with social media, and engagement on social media) in the study, while 13.6% of the variation in information dissemination is explained by other factors not related to the study.

#### 4.6.2 Assessing Fit of Multiple Regression Model

To check if the multiple regression model suited the data, analysis of variance was utilized. The outcomes were displayed in Table 4.10.

**Table 4.10 ANOVA Model**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.338	4	3.835	71.656	.000 <sup>a</sup>
	Residual	4.302	94	0.057		
	Total	19.64	98			

a Predictors: (Constant), Students' Reliance on social media, Students' satisfaction with social media, students social media engagement)

b Dependent Variable: Information dissemination

The next output table is the F-test. The null hypothesis of the linear regression's F-test is that the model explains no variance in the spread of information (F=71.656,

p=0.000a). It is considered that since the F-test is highly significant, the model adequately described the variation in information dissemination. This suggests that the multiple regression model was appropriate for the data, and that students' reliance on social media, contentment with it, and social media involvement had an impact on the distribution of knowledge in public institutions. Information diffusion in public institutions was strongly predicted by the ANOVA model (p=0.000a). This demonstrated the regression model's statistical significance and showed that, generally, it statistically substantially predicted the transmission of information in public institutions (i.e., it suited the data well).

#### 4.6.3 Regression Analysis

To ascertain the beta, which denotes how strongly each independent variable influences the dependent variable, a T-test of the statistical significance of each regression coefficient was performed.

**Table 4.11 Effectiveness of social media and Information dissemination**

Model	Coefficients <sup>a</sup>				T	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	0.412	0.224			1.648	0.207
Students' Reliance on social media	0.192	0.026	0.304		6.604	0.000
Students' satisfaction with social media	0.271	0.024	0.494		10.744	0.000
Students social media engagement	0.228	0.034	0.457		9.876	0.000

a. Dependent Variable: Information dissemination in public institutions

Table above shows the regression coefficients results where Students' Reliance on social media had a positive and significant effect on information dissemination in public institutions ( $\beta=0.192$ ;  $p<0.05$ ), students' satisfaction with social media had a positive

and significant effect on information dissemination in public institutions ( $\beta=0.271$ ,  $p<0.05$ ), students social media engagement had a positive and significant effect on information dissemination in public institutions ( $\beta=0.228$ ,  $p<0.05$ ).

The multiple regression equation generated for the study was as follows.

$Y$  (Information dissemination) = 0.412 (Constant) + 0.192 (Students' Reliance on social media) + 0.271 (Students' satisfaction with social media) + 0.228 (Students social media engagement)

$$Y=0.412 + 0.192X_1+ 0.271X_2 + 0.228X_3$$

From the regression equation, students' satisfaction with social media was the most important variable to the information dissemination in public institutions contributing 27.1% to the information dissemination in public institutions while Students' Reliance on social media contributed 19.2%, students' social media engagement 22.8% and that consumer behavior contributed 21.5% to the information dissemination in public institutions respectively. The constant value of 0.412 implies that at zero Students' Reliance on social media, students' satisfaction with social media, and students' social media engagement.

The slope of the regression line and the amount of variance that each predictor adds to the overall regression equation are both expressed in terms of coefficients. Since all other variables are held constant, the students' dependability on social media coefficient parameter is 0.192, which means that for any change in one unit of Students' Reliance on social media, the amount of information disseminated in public institutions will change by 0.192. The coefficient parameter for students' happiness with social media is 0.271, which means that, with all other variables held constant, a change in one unit

of students' pleasure with social media would result in a change of 0.271 in how information is disseminated in public institutions.

The students' social media engagement coefficient parameter is 0.228 meaning that for every change in one unit of students' social media engagement, a 0.228 change in the information dissemination in public institutions will be predicted all other variables kept constant. The standard errors of the independent variables that are Students' Reliance on social media=0.026, students' satisfaction with social media=0.024, students social media engagement=0.034 are the standard errors associated with the coefficients. The parameter estimate was divided by the standard error to provide a t-value, which was then used to assess if the parameter was significantly different from 0.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, CONCLUSIONS, AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

The chapter includes a summary of the key conclusions, as well as conclusions and recommendations based on the results. It also identifies areas that require further study.

**5.2 Summary of Findings**

This section discusses the summary of the effect of Students' Reliance on social media, students' satisfaction with social media, and students' social media engagement.

**5.2.1 Students' Reliance on social media and Information dissemination**

The first study objective was to examine the effect of students' reliance on social media on information dissemination in public institutions at Kenyatta University. The results revealed that students' reliance on social media had an effect on information dissemination in public institutions while the regression coefficient results showed that Students' Reliance on social media had a positive and significant effect on information dissemination in public institutions. This implies that when the level of effectiveness of social media is positive, information dissemination is also positive.

The positive regression coefficient indicates that as students' reliance on social media increases, the effectiveness of information dissemination also increases. This suggests that students who heavily rely on social media platforms as sources of information tend to perceive the information dissemination efforts within the university more positively. The significance of the coefficient implies that the relationship between students' reliance on social media and information dissemination effectiveness is not due to random chance. Instead, it suggests a meaningful and consistent association between

these variables. The findings imply that leveraging social media as a communication channel can be highly effective for disseminating information within Kenyatta University. Since students rely on social media platforms for information, public institutions like universities can capitalize on this trend by strategically utilizing social media channels to disseminate important updates, events, announcements, and academic information. The positive relationship between students' reliance on social media and information dissemination effectiveness underscores the importance of ensuring that the content shared through social media channels is relevant, engaging, and accessible to the target audience. When students perceive social media content as effective, they are more likely to engage with it and share it further, thereby amplifying the reach and impact of information dissemination efforts.

### **5.2.2 Students' satisfaction with social media and Information dissemination**

The study ascertained the effect of students' satisfaction with social media on information dissemination and the findings indicated that revealed that students' satisfaction with social media had an effect on the information dissemination in public institutions. This implies that when students' satisfaction with social media are positive, information dissemination is also positive. The study found that when students' satisfaction with social media is positive, information dissemination within the university is also positive. This suggests that students who are satisfied with their experiences on social media platforms are more likely to perceive the information disseminated through these platforms positively.

Students' satisfaction with social media likely correlates with their level of engagement and interaction with the content shared on these platforms. When students are satisfied with their social media experiences, they are more inclined to actively participate in discussions, share content, and engage with information disseminated by the university.

Satisfaction with social media may also reflect the quality of communication and engagement facilitated by these platforms. If students find social media channels to be user-friendly, informative, and conducive to interaction, they are more likely to view the information disseminated through these channels as reliable and valuable.

Students' satisfaction with social media may also influence their perception of the credibility and trustworthiness of the information disseminated by the university through these platforms. When students have positive experiences with social media, they may be more trusting of the information shared by the university via these channels. The findings imply that public institutions like Kenyatta University should prioritize enhancing students' satisfaction with social media experiences as part of their communication strategies. By ensuring that social media platforms are user-friendly, informative, and engaging, universities can enhance students' satisfaction and, consequently, improve the effectiveness of information dissemination efforts.

### **5.2.3 Students social media engagement and Information dissemination**

The study sought to determine the effect of students' social media engagement on information dissemination and the results showed that students' social media engagement had an effect on information dissemination. This implies that students' social media engagement can have a major impact on overall information dissemination. Social media engagement encompasses various forms of interaction, including likes, comments, shares, and contributions to discussions. When students actively engage with content shared by the university on social media platforms, they not only consume information but also participate in its dissemination. Their actions, such as sharing posts or commenting on updates, amplify the reach and impact of the information disseminated by the university. Social media engagement plays a crucial role in determining the virality and spread of information. When students engage with

content by reacting to it, sharing it with their networks, or participating in discussions, they contribute to its visibility and dissemination beyond the immediate audience. This organic sharing and amplification can significantly enhance the reach and effectiveness of information dissemination efforts within the university community.

Social media engagement fosters a sense of community and collaboration within the university. When students actively engage with content shared by the university, they contribute to building a vibrant online community where information exchange, collaboration, and interaction thrive. This sense of belonging and community engagement can further enhance the effectiveness of information dissemination by fostering a culture of mutual support and participation. Social media engagement facilitates two-way communication between the university and its students. When students engage with content by providing feedback, asking questions, or expressing their opinions, they initiate dialogue and interaction. This dialogue enables the university to gather valuable insights, address concerns, and tailor its information dissemination efforts to better meet the needs and preferences of the student community. The findings underscore the importance of incorporating social media engagement metrics into the university's communication strategies. By encouraging and fostering active engagement among students on social media platforms, universities can enhance the effectiveness of their information dissemination efforts and maximize the impact of their communication initiatives.

### **5.3 Conclusions of the Study**

According to the study's findings, social media provide a platform for communication that allows users to engage with one another regardless of time or location. Through social media, people may establish new kinds of personal relationships and learn more about other people. The most important reason to utilize social media is to allow

individuals to socialize, regardless of geography or time constraints. Social media let students keep in touch with existing friends and create new ones thereby acquiring efficient socialization skills.

Young individuals can use social networking platforms to explore their interests and connect with others who have similar ones. They can increase understanding of already-held interests while introducing young people to new concepts and ideas. They can also let users learn how individuals from all around the world live and think, which helps extend their horizons. Every student's life revolves around social media in some way. Social media frequently makes it simpler and easier to get information, share information, and communicate. Tutors and students can communicate with one another and utilize these platforms effectively for the purposes of studying and teaching. The preferred method of communication among individuals is social media. Alumni, stakeholders, current staff and students, as well as potential employees and students, may interact with others who share their interests to ask questions, form friendships, and network.

In the academic context, social media plays a pivotal role in facilitating communication between tutors and students, enhancing collaborative learning experiences, and optimizing the exchange of information. These platforms serve as preferred channels for communication among stakeholders, including alumni, current staff and students, and potential employees and students. Through social media, individuals can actively engage with others, seek guidance, form professional connections, and participate in networking activities. Overall, the pervasive influence of social media in students' lives underscores its significance as a multifaceted tool for information dissemination, social interaction, and academic collaboration. The study highlights the transformative potential of social media in shaping the educational landscape, emphasizing the need

for institutions to harness its capabilities effectively to support learning, communication, and community engagement.

#### **5.4 Recommendations of the Study**

The study made the following recommendations as per the objectives of the study.

Conduct a comprehensive assessment of students' reliance on social media channels not only for information dissemination but also for social support and emotional well-being. This examination should delve deeper into the extent to which students depend on social media platforms as sources of information and as mechanisms for coping with stress, anxiety, and other emotional challenges.

Investigate the psychological impacts of social media use on students' emotional health and well-being. This analysis should focus on understanding whether students perceive social media as fulfilling their needs for social support and whether they can effectively utilize it to manage unpleasant emotions and cultivate positive sentiments. By examining the gap between the purported benefits of social media and its actual impacts on students' self-concept, self-respect, social roles, and coping mechanisms, we can develop strategies to enhance satisfaction with social media platforms.

Explore the depth and meaningfulness of social connections facilitated by social media platforms among students. Investigate whether social media engagement translates into genuine emotional attachment and social support networks. By understanding the psychological implications of social media use on students' emotional health and interpersonal relationships, we can bridge the gap between the perceived and actual benefits of social media in terms of self-concept, self-respect, and coping mechanisms for stress and anxiety.

### **5.5 Suggestions for Further Studies**

This study focused on effectiveness of social media in information dissemination in public institutions in Kenyatta University. The study focused on effectiveness of social media based on the views of the students. The report suggests that related investigations be conducted in more institutions across the nation's education sector.

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## APPENDICES

### Appendix I: Introduction letter

HABERT MINZUNI MUGAZIA

KENYATTA UNIVERSITY

P.O. BOX 50100 -00100

NAIROBI

Dear Sir/ Madam,

#### **SUBJECT: REQUEST TO PARTICIPATE IN THE STUDY**

I am a student at Kenyatta University working for a master's degree in public policy and administration. As a requirement by department I was carrying out a study of "social media and information dissemination in public universities: a case of Kenyatta university, Kenya". Kindly fill the questionnaires as information greatly assists in our study and information was treated with high confidentiality. .

I appreciate your assistance.

Yours Faithfully,

Habert Minzuni Mugazia

## Appendix II: Questionnaires

Kindly respond to the inquiries honestly and provide accurate information. Your responses will all be held in strict confidence and used only for research purposes. Please respond to the question in one of the five sections of the questionnaire. Thank you.

*Please check the appropriate box (✓) or enter the information as necessary in the blanks.*

### SECTION A: BIOGRAPHIC AND GENERAL INFORMATION

*Please answer each question by marking only once.*

State your gender? Male: [ ] Female: [ ] Others: [ ]

Kindly state your age? Under 18 [ ] 18-25 [ ] 25-35 [ ] 36 and above [ ]

Which programme are you undertaking?:

.....

Have you opened a social media account? Yes [ ] No [ ]

If yes in question four (4) above, how often do you visit the site per week? Once [ ]

Twice [ ] Thrice [ ] everyday [ ]

Which factors motivate you to visit social media? Information [ ] Boredom [ ]

Enjoyment [ ] All of the above [ ] others [ ] please specify.....

What motivates you to visit social media sites? Information [ ] Entertainment [ ] other

[ ] specify.....

**SECTION B:** Student's reliability on social media channels in information dissemination in Kenyatta University

*Please check the appropriate box (✓) or enter the information as necessary in the blanks.*

	<b>Statement</b>	Very dissatisfied	Dissatisfied	Moderately satisfied	Satisfied	Strongly satisfied
	Does social Media assist you in socializing?					
	Does information found information social media help you to learn?					
	Do you believe the information posted in social media achieve its purpose?					

Do you think information posted in Kenyatta university social media platforms is reliable?

Yes [ ] No [ ]

If yes in 13 above, please explain

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**SECTION C: Students satisfaction with social media channels in information dissemination in Kenyatta University**

*Please check the appropriate box (✓) or enter the information as necessary in the blanks.*

	Statement	Very dissatisfied	Dissatisfied	Moderately satisfied	Satisfied	Strongly satisfied
	You find information available in social media satisfactory to what you are looking for.					
	Information available in social media affects my response and influence decisions					
	Information I get from social media increase my experience.					

15. Do you think information available in social media in Kenyatta University social media platforms help students clear the unanswered questions in their mind?

Yes [ ] No [ ]

16. If no in Question 20 above, please what the information not to clear unanswered questions?

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**SECTION D: social media engagement in information dissemination to students in Kenyatta University.**

*Please check the appropriate box (✓) or enter the information as necessary in the blanks.*

	Statement	Very dissatisfied	Dissatisfied	Moderately satisfied	Satisfied	Strongly satisfied
	Social Media meets information expectations					
	Social media information rewards the followers					
	Those who fails to follow social media miss crucial information.					
	The information communicated in social media arouse emotions such anxiety in social media					

17. Social Media provides a platform to engage in sharing, describing and searching information? Yes [ ] No [ ]

**Appendix III: Key Information Interview Guide**

We appreciate you giving us the chance to interview you and your time. I am a student pursuing Masters in public policy and administration; as a fulfillment of the Research on social media information dissemination within public universities: a case of Kenyatta University .I would like to listen to your views concerning the topic?

From your personal and institution view, do students read information posted in Kenyatta University Social media platforms?

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.....  
.....  
.....

How would you rate the level of trust among students concerning the information posted in Kenyatta University social media platforms?

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.....  
.....

Do students engage in you in social media platforms?

.....  
.....  
.....

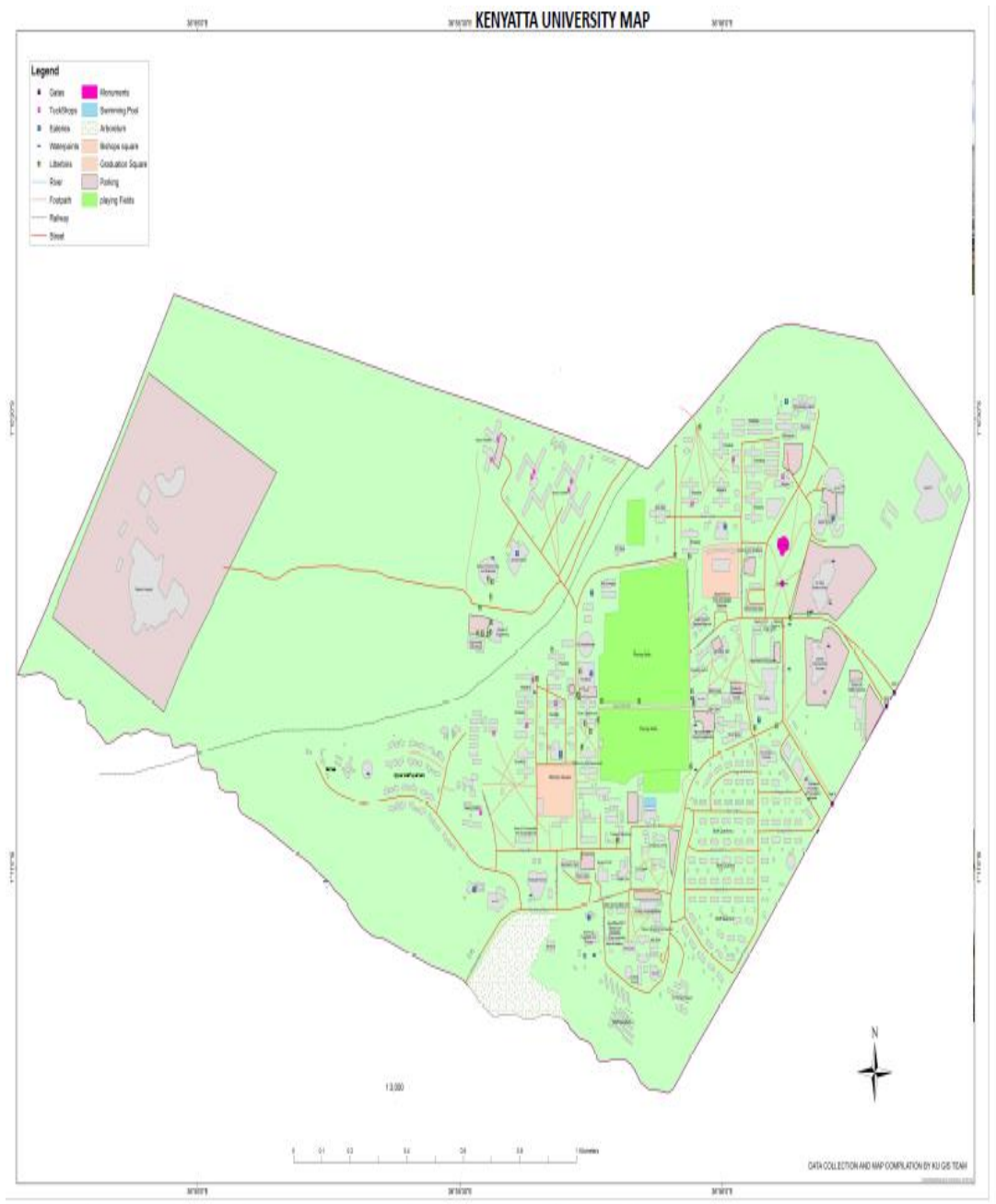
What are measures taken in place to control misinformation in social media platforms?

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.....  
.....

What are measures taken to ensure there is no information overload to students in social media?


.....  
.....  
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## Appendix IV: Kenyatta University Map



Yun Tai, King-wa Fu, Specificity, Conflict, and Focal Point: A Systematic Investigation into Social Media Censorship in China, *Journal of Communication*, Volume 70, Issue 6, December 2020, Pages 842–867, <https://doi.org/10.1093/joc/jqaa032>

## Appendix V: Approval of Research Project Proposal

  
**KENYATTA UNIVERSITY**  
**GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke) P.O. Box 43844, 00100  
Nairobi, Kenya  
Tel: 810901 Ext. 4100

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

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Internal Memo

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**FROM:** Executive Dean, Graduate School **DATE:** 26<sup>th</sup> September, 2023

**TO:** Habert Mnzani Mngazi **REF:** C153/CTY/OL/27721/2018  
C/o Public Policy and Administration Dept.

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**SUBJECT:** APPROVAL OF RESEARCH PROJECT PROPOSAL

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This is to inform you that Graduate School Board at its meeting of 13<sup>th</sup> September, 2023 approved your Research Project Proposal for the M.PPA Degree Entitled, "Effectiveness of Social Media in Information Dissemination in Public Universities: A Case of Kenyatta University, Kenya."

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you


  
**ELIDAH MUTUA**  
**EXECUTIVE DEAN, GRADUATE SCHOOL**

c.c. Chairman, Public Policy and Administration Department.

Supervisors

L. Dr. John Kandie  
C/o Department of Public Policy and Administration  
Kenyatta University

## Appendix VI: Research Authorization

  
KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke) P.O. Box 43844, 00100  
Website: [www.ku.ac.ke](http://www.ku.ac.ke) NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

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Our Ref: C153/CTY/OL/27721/2018 DATE: 26<sup>th</sup> September, 2023

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR HABERT MINZUNI MUGAZIA- REG. NO. C153/CTY/OL/27721/2018

I write to introduce Habert Minzuni Mugazia who is a Postgraduate Student of this University. The student is registered for MPPA degree programme in the Department of Public Policy and Administration.


Habert intends to conduct research for a MPPA Project Proposal entitled, "Effectiveness of Social Media in Information Dissemination in Public Universities: A Case of Kenyatta University, Kenya."

Any assistance given will be highly appreciated.


Yours faithfully,

  
PROF. ELISHIRA KIMANI  
EXECUTIVE DEAN, GRADUATE SCHOOL

**Appendix IX: NACOSTI Permit**




REPUBLIC OF KENYA  
National Commission for Science, Technology and Innovation



**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION.**

Date of Issue: 10/October/2023

**RESEARCH LICENSE**




**This is to Certify that Mr. HABERT MINZENI MUGAZIA of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: EFFECTIVENESS OF SOCIAL MEDIA INFORMATION DISSEMINATION IN PUBLIC UNIVERSITIES: A CASE OF KENYATTA UNIVERSITY, KENYA for the period ending - 10/October/2024.**

License No: NACOSTI/P/23/30219


Applicant Identification Number: 850451

**Director-General**  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION



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Verification QR Code

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation (NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)