

**UTILIZATION OF SOCIAL MEDIA PLATFORMS FOR ENHANCING  
UPTAKE OF LIBRARY SERVICES IN UNIVERSITIES IN KENYA**

**BY**

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## DECLARATION

I hereby declare that this Project represents my own work and has never been submitted to this or any other institution for award of a degree, diploma or other qualifications.

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## **DEDICATION**

This project is dedicated to my entire family for the sincere support, encouragement, patience and sacrifices they accorded me as I pursued my studies.

## **ACKNOWLEDGEMENT**

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## **ABBREVIATIONS AND ACRONYMS**

<b>KLA:</b>	Kenya Library Association
<b>KU:</b>	Kenyatta University
<b>LIS:</b>	Library and Information Science
<b>LT:</b>	Library Thing
<b>MRUT:</b>	Murang'a University Technology
<b>RSS:</b>	Really Simple Syndication
<b>SEKU:</b>	South Eastern Kenya University
<b>SM:</b>	Social Media
<b>SMP:</b>	Social Media Policy
<b>SNS:</b>	Social Networking Sites
<b>TAM:</b>	Technology Acceptance Model
<b>WWW:</b>	World Wide Web

## ABSTRACT

The relevance of social media platforms in university libraries can't be overemphasised. Emergence of communication and Information technologies in libraries of universities has displayed changes in clients' perceptions, requests, shifts in information services and in librarian's roles. Libraries in the universities have embraced and approved diverse media platforms. Despite that, there's no clarity on exactly how the social network sites are utilised by librarians in providing information services. The research was focused on use of social media platforms for enhancing uptake of library services in universities in Kenya. The research focused on two academic libraries in Muranga and Kitui Counties. The research meant to accomplish four objectives. They include to establish the types of social media platforms used for enhancing usage of academic library services, to assess available infrastructure supporting the use of social media platforms, to examine factors affecting use of social media in enhancing use of university library services and to explore challenges inhibiting the usage of social media platforms. The study adopted theoretical insights from Ajzen and Fishbein's Technology Acceptance Model to inform its theoretical foundation. The study assumed use of Descriptive research design, applying quantitative method. South Eastern Kenya University (SEKU) in Kitui County and Murang'a University of Technology (MUT) in Murang'a County public academic libraries were used as target population. A combined population of 17 Librarians and 400 postgraduate students was used as total sample size for the study. The objectives of the study acted as a basis of Literature review. Moderately-structured questionnaires were used for data collection. Kenyatta University Kitui campus library was used for Pilot study. The library had similar features to the two libraries. The piloting research was carried out to establish the credibility and dependability of tools used for data collection. Data collection analysis established that seventeen (17) various kinds of social media platforms were presently applied in academic libraries to provide and receive services. The most popular platforms were Facebook and YouTube. In terms of infrastructure, majority of the respondents identified Wi-Fi to be supporting their use of the social media platforms. Similarly, among the factors affecting use of social media platforms in library and information services provision internet connectivity stood out. Limited internet connectivity or data bundles also featured in the study as a challenge in the users' attempt to use their preferred social media platforms when accessing library and information services. Therefore, three recommendations were made to the policy makers within academic libraries to allow better usage of the platforms among academic library users and members of the libraries staff.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This section discussed the background to the study, statement of the problem and purpose of the study. In addition, it outlines objectives of the study and the research questions and explains the significance and the scope of the study. Further, it explains limitations and delimitations, assumptions of the study, theoretical and conceptual framework, and finally it gives the operational definitions of terms as used in the study.

#### **1.2 Background to the Study**

Social media is a modern platform which permits clients to swiftly generate and distribute information to the public (Keeler, 2021). Social media covers a broad series of sites and applications such as social media sites, photo-sharing websites, video-sharing platforms and online messaging. The benefit of adopting and applying social media is huge. Interest in social media is escalating, on the one hand information managers are hoping to get engaged in this collaborative world, whereas they may not feel inspired or may not be well informed of the advantages of using these tools for work purposes. Libraries in the 21st century are adopting the usage of social platforms with the aim of linking up with their clientele, (HA Yalung, DL Tuliao, PRM Gabriel, Journal of Information , 2020). This is a cost-efficient method of improving the standard of the services rendered via library.

Social media can be utilized to fulfil library users' anticipations, which provides greater services in gaining information and conditions needed. In this technological era, libraries have become more modern in their services, thus providing exceptional and unique quality services for their 21st century users. Technological age has broadened the duties of librarians

to deliver an extensive variety of resources to clients in addition to services that stretch outside actual walls of the library (Skare, 2018). Social media apps are greatly used by postgraduate users for loads of non-academic reasons; these practices can severely distress postgraduate users educational liveliness and education involvements (Luqman, Cao, Ali, Masood, & Yu, 2017).

In the United States of America, university libraries use social media platforms to market library systems and resources to clients. The social media platforms used include twitter, blogs, flickr, podcasts, online videos and facebook is the latter Rogers (2009). According to Macmanus (2012) the most common social platforms used in South Carolina State Library are facebook and twitter. Other social media platforms used include, blog, youtube, flickr, google docs, wikis (Jain, 2013). Studies of library staff in the U.S and globally indicate that social media is used as an advertising tool. The most prevalent use of social media is to advertise facilities or resources at the library (Trucks, 2019).

The 21st Century librarians are accepting the use of social media in order to stretch out to its clientele, (Yalung et al., 2020). The U.S. librarians are progressively making use of different categories of social media platforms to link with library clients and to give access to the library programmes and services to the public ( Idiedo, 2020).

In Asia, Aras and Çolaklar, in their study role of social media in advertising of University libraries in Marmara region, where a total of 66 university libraries were used for the study, the usage of online social tools by library staff and information administrations is gradually widespread besides being a developed device engaged to connect with more promising library users, furthermore disseminate specific services to designated libraries (Suraweera et

al., 2010). Aras and Çolaklar (2015) also point that use of social media platforms in university libraries in promotion and distribution of information is common. Information centres frequently use twitter, facebook, youtube and blogs to update on incidents, systems, or facilities (Stoeckel & Sinkinson, 2015).

In Africa, Idiedo (2020) in his study on librarians mentality towards utilization of social media platforms in dissemination of information in South-South Universities Nigeria point out that social media platforms usage and practice by library staff in African University libraries is still at its lower standard in comparison to growth in other regions of the globe (Makori, 2012). South Africa libraries have made great advancement in use of social platforms networks, though a good number were still yet to recognize the current system . According to Toit (2013) in his study social media for libraries show beyond doubt surge in intake of social media in South Africa. Globally a similar scenario is experienced with regards to social media with annual progress in usage of social media platforms.

Statistics of operational users on Facebook, Twitter and LinkedIn in South Africa (Vermeulen, 2013): indicates 129% growth on twitter use between period of 2012 and 2013 August. Facebook's has realized tremendous growth in South Africa for the last 12 months, 87% of South African users accessing it from their cell phones. A growth of 1.9-million users in LinkedIn between 2012 to 2.7-million in 2013 August. According to Abok and Kwanya (2016) in their study on maximising the ability of social media in delivering their services, a research conducted in Technical University of Kenya indicate that libraries in Nigeria have commenced to employ social media instruments to be able to match pace with their users. (Ezeani and Igwesi, 2012).

Social media platforms are frequently used to deliver present and modern information to consumers, facilitate connections to other open-source library materials, and offer information on latest arrivals of books through the library link (Dankowski, 2013).

In Kenya, Karanja (2008) in his study *Utilization of social media in Knowledge Sharing in Academic Libraries*, a case of Kirinyaga University academic libraries are presently employing use of tools like whatsapp, facebook, youtube and twitter to aid in distribution of information materials, providing of orientation services, establishment of expert networks, and marketing of services they provide in libraries. According to Nielsen and Razmerita (2014), libraries that have set out use of social networks and have profited greatly over enhanced tools of retrieving information, condensed business operation fee, improved returns and added innovative goods and services (Karanja, 2018). In line with the swift development of digital resources; libraries currently are accepting various social media expertise to better attend online proficiencies to their library community.

The study was conducted in South Eastern Kenya University (SEKU) and Murang'a University of Technology (MUT) libraries. South Eastern Kenya University Library and Murang'a University of Technology libraries have a collection of information resources in both print media and electronic formats that support teaching, learning and research. They have embraced the utilization of information and communication technology associated facilities in delivery of their services and online access to e-resources and digital content. The library setting has also access to WIFI internet connectivity. The universities were both given charter in the same year. Moreover, they are developing public universities in rural areas and slightly of the same size.

It was interesting to find out how South Eastern Kenya University (SEKU) and Murang'a University of Technology (MUT) libraries uses social media in enhancing the use of their library services.

### **1.3 Statement of the Problem**

Majority of academic library users are into social media and it is impossible to determine if the users have created a clear boundary on its use for academic purposes and for entertainment. Kiilu and Otiike (2016) point out evidence of a stable fall in utilization of university libraries in Kenya as the figures of nonusers rise. Abok and Kwanya (2016) gives reasons for the growing disuse of university libraries in Kenya is due to unawareness of the library facilities and services available to the definite and potential users. There is worrying trend in the uptake of library services notwithstanding the fact that a majority of users have already embraced social media, devote plenty of time on social media and also most academic libraries have tried to invest on social media, the uptake of academic libraries services is still very low therefore a solid decrease in utilization of academic libraries in Kenya as figures of nonuser's upsurges.

In Africa social media usage and practice by librarians in academic libraries is still at its rock bottom in comparison to growth in other parts of the world. Academic libraries are employing social platforms which includes twitter, flickr, facebook, google, youtube, linkedIn, pinterest, live chats and the academic libraries are not in the same level as it should be. Although the libraries have approved and embraced various social media platforms, theres no accurate description on exactly how the social media platforms are utilized by librarians to enhance the uptake of library service and in this particular case libraries in the rural areas.

Majority of library users use social media generally for entertainment purposes. Library users have swiftly adopted to use social media for entertainment other than for academic purposes. (Maweu and Yudah 2020). It is important to find out the reasons of fall in the utilization of academic libraries and the growing numbers of users who do not use libraries inspite of the fact that bulk of users have adopted usage of social media. It is thus necessary to bridge the gaps under the research title use of social media platforms to improve university library services in Kenya.

#### **1.4 Purpose of the Study**

The aim of this research was to assess how social media platforms can be used in libraries with intention of enhancing the uptake of library services in universities in Kenya.

#### **1.5 Objectives of the Study**

The study was to achieve the following objectives :

- i. To establish types of social media platforms used for enhancing uptake of library Services in universities in Kenya.
- ii. To assess existing infrastructure that supports social media use in academic libraries in Kenya.
- iii. To examine factors that influence use of social media platforms for enhancing uptake of library services in universities Kenya.
- iv. To explore challenges encountered by librarians and library users when using social media platforms in universities libraries in Kenya.

## **1.6 Research Questions**

- i. What are the various types of social media platforms used for enhancing uptake of library services in academic libraries Kenya?
- ii. What are the enabling infrastructures for social media use that the university libraries have?
- iii. What are the factors that influence use of social media platforms in enhancing uptake of library services in academic libraries in Kenya?
- iv. What are the challenges encountered by the staff and postgraduate users in the use of social media platforms in providing library services in universities in Kenya?

## **1.7 Significance of the Study**

This research may be beneficial in the following ways:

- i. This research may benefit the library staff who could use the results to improve the uptake of library services through promotion and creating awareness of social media.
- ii. The study may also be valuable to research because other researchers and learners may use it as a reference resource.
- iii. The managers of academic libraries may hopefully use it to formulate policies that govern the usage of social media platforms and also serve as a basis to ask for financial support to help improve on the infrastructure that will support the use of social media.
- iv. It is also predicted that the outcomes of the study may contribute to the body of knowledge.

## **1.8 Limitations and Delimitations of the Study**

### **1.8.1 Limitation of the Study**

The research was limited in the following ways - lack of control on the responses, the scholar did not have power over the accuracy of the responses by the participants. The researcher did not also have control as well over their level of understanding of the questionnaires since each read and interpreted them differently. Unforeseen changes on the schedule of activities of the universities also affected the progress of research. The researcher consistently tried to keep pace of the study by constantly consulting the supervisor for progress.

### **1.8.2 Delimitation of the Study**

The research focused on the staff and postgraduate students in the two public university libraries. Two academic libraries in Kitui and Muranga counties were used in conducting research. The research study narrowed down to social media utilization in university libraries for improving uptake of information services.

## **1.9 Assumptions of the Study**

The research was premised on the following presumptions:

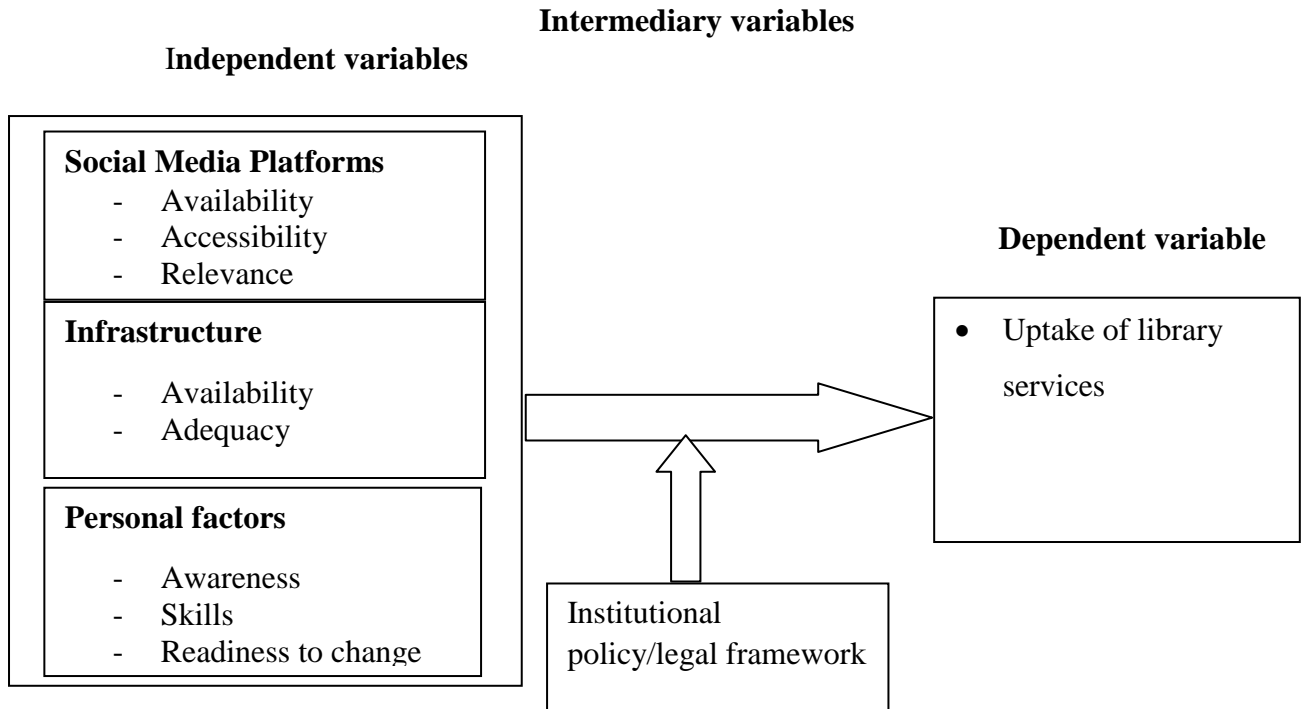
That the participants at the University gave their honest and accurate information while responding to the questionnaires.

That staff and postgraduate users have different perceptions/mindset regarding the usage of social media in providing and receiving library services.

That the study on social media may be beneficial to the library staff and postgraduate users by creating awareness on effective usage of social media platforms in university libraries.

## 1.10 Conceptual Framework and Theoretical Framework

### 1.10.1 Conceptual Framework



**Figure 1.1: Conceptual framework**

**(Source: Researcher, 2022)**

The dependent variable of study is uptake of library services, which was conceptualized as a factor of three independent variables including availability and accessibility of relevant social media platforms, availability of adequate infrastructure, and personal capabilities and predispositions of the postgraduate students and librarians in the respective academic libraries.

If the postgraduate students and the librarians are conscious of existence of relevant social media platforms, possess the right skills to easily use the platforms and have adopted, accepted and use social media platforms effectively there would be a rise in usage of social media platforms and in turn an improved uptake of information services.

However, institutional policies in the usage of social media platforms within the universities in addition to the legal framework governing usage of the platforms may moderate or intermediate interactions between the two variables.

### **1.10.2 Theoretical Framework**

The research applied Technology acceptance model (TAM). TAM is a dominant extended part of theory of reasoned action (TRA) founded by Ajzen and Fishbein's in 1989. TAM model was established by Fred Davis and Richard Bagozzi in 1989. The study model predicts utilization and approval of information technology systems by specific users. As mentioned by Davis (2010) TAM model, factors as perceived value or use, perceived convenience in use and view towards using a system were evident.

Michel, Bobillier-Chaumon, Marc-Eric, Philippe (2014) in their study TAM model forecasts the tolerance of a device and categorizes adjustments which are essential to be induced to the system to make it acceptable to users. Perceived usefulness is level which a person trusts that the usage of a system will improve his routine and in this study reasons for using the social media platforms.

Convenience in use is level of confidence one has in a system. The faith that using it will be smooth after acquiring the right skills needed for using social media platforms. Attitude towards use of social media platforms are the main issues affecting the utilization and implementation of social platforms in enhancing use of academic library services.

Significance of TAM model to the study is once users are confident with social technology platforms and accepts social media platforms by having positive attitude towards

social media platforms this will then lead to better use of social media platforms which in turn improve the uptake of academic library services.

### **1.11 Operational Definitions of Terms**

**Academic library:** is a library devoted to a higher education organization and supports two functions: to assist the programs and research study of the university departments and students.

**Library services:** undertakings given by libraries to solve information desires of users.

**Social media** is digital means which permits clients to speedily generate and share content with the public.

**Social Media Platform:** any user-specific web-based knowledge projected to generate virtual connection through the cyberspace such as social interacting sites, blog sites.

**Social media policy:** is a set of rules describing how and when staff and users should or shouldn't use social media.

**Utilization:** the act of making practical and active use of something.

**Technology Acceptance Model:** computer systems concept which predicts how users approve and use a technology.

**Uptake:** act of accepting up or apply use of something that is available

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This section presents an analysis of the literature affiliated to the types of social media platforms used in providing of library services, enabling infrastructure which supports usage of social media platforms, factors that affect utilization of social media in universities libraries as well as challenges which library users and staff encounter in the use of social media platforms in university libraries. The main aim of the research being to find out how the social media platforms may be used to improve uptake of library services. Literature relating to the types of social media, enabling infrastructure, factors affecting use of social media platforms and challenges that library users and staff encounter in use of social media in university libraries will be reviewed.

#### **2.2 Types of Social Media Platforms**

Dwivedi (2020) defines social media as a digital instrument which allow users to swiftly generate and share content with the public. Social media covers an extensive variety of sites and apps. (Igwe, n.d.) in his study on the role of a Social Media Librarian in academic libraries explains that the university libraries globally are progressively embracing social media with regard to realizing their principal need of championing education and research in the particular organizations. Librarians can render diverse information services for instance delivering resources to promote education, traditional growth and ensuring accessibility to information through social media platforms tools like blog, whatsapp, twitter, facebook, youtube and linkedIn.

Some of the unique features of social media platforms includes accessibility and connection, staying attached with friends and family internationally via text, video calls and email. Quick access to information and research, more participation, blogging, remarking and associate promotion, confidential messaging, debate settings, mass media and audiovisual aid uploading, collaborative and cooperative education rises vigorous library use, encourages library functions.

**The commonly used platforms in university libraries include:**

**Facebook:** according to Ainin, Naqshbandi, Moghavvemi, Jaafar, Ismawati (2015) Zukerberg has defined facebook as ‘an online directory that links persons through social networks at educational institutions. Facebook was initially designed by Zuckerberg to assist student’s link with other students. Since its founding, its use has achieved momentum especially between students.

**Twitter:** Murthy (2018) defines Twitter as a social network and microblog virtual service which permits clients to transmit and acquire short text or posts not exceeding 140 letters termed as "tweets." Jack Dorsey designed Twitter in March 2006.

**Blogs:** According to google blog is an oftenly updated site or web page, one regulated by a group or individual, written in a conversational style or informal style, Weblogs are websites that secure specific beliefs, thoughts, or feelings gradually.

**Flickr:** the Cambridge Business English Dictionary defines Flickr as an internet site which permits users to share photographs and videos. Ludicorp created this service in 2004 and it is popular in hosting high resolution images by professional photographers and amateur.

**YouTube:** digital glossary defines YouTube as a very common and unrestricted video sharing site that permits listed users to upload and share video clips online. Chad Hurley,

Steve Chen, and Jawed Karim former PayPal employees formed YouTube service in February 2005. Library videos, e-learning tutorials, occurrences and other library services videos may be efficiently used to advertise and broadcast using YouTube.

**Pinterest:** Rouse (2012) defines Pinterest as a social media site that permits users to arrange and share pictures and videos from around the Network. Uploaded images by users are called Pins. The pins may be arranged to make pinboards, they may be custom made, themed and trailed by other users. Content shared by other pinners can also be liked. Just like Twitter, any pinner can follow another.

**Slide Share:** Russell (2017) defines Slide share as a site that allow you to share content as PDFs, PowerPoint slides and videos as a presentation. Presentations can allow search, viewing and sharing of content.

**Instagram:** TechTerms.com defines Instagram is an online photo sharing service. With a single click Instagram allows application of various types of picture filters to images then share them with others. Instagram is user friendly and a good platform for circulation of images and engaging in video presentation with public.

**Google+:** Merriam-Webster dictionary defines google+ as the process of using the Google browser to find data about (somebody or something) on the global network. Libreres can share the information of new services with the help of this tool to the members of a group using google services like newscasts and events.

**Wiki:** according to oxford dictionary Wiki as an internet site or catalogue established by a community of users, permitting users to enhance and edit content. Wiki acts as knowledge management tool. Other forms of social media platforms include, WhatsApp, Myspace, Tiktok, Snapchat Google Hangouts, Teacher Tube, Library Thing and Web 2.0.

### **Perceived uses of social media platforms**

Adewojo & Mayowa-Adebara (2016) in their study point an evidence of studies on use of social media in academic libraries, among others are; Kwanya, Stillwell and Underwood (2012) reported that in Kenya librarians started the use of social media platforms to increase interaction amongst library staff and users. In course of interaction social media platforms facilitate continuous communication and response between library staff and users or amongst users.

Subramanian (2017) in his study point out that one major positive change of using social media is in the way that we interact, the total number of persons that we interact with has increased. Because of social media platforms, users now interrelate with thousands of persons around the world. Another enormous revolution that has happened is that there's no need of filtering on the way we communicate like in the past, where unless you spoke to people on one on one, there was no other way to pass your communication across irrespective of your liberty of speech. Currently social media can be used to pass communications out to thousands or even millions of people unrestricted.

Brookbank (2015) point that the bulk of university students make use of social media platforms of some sort, and university libraries are progressively utilizing social media to keep in touch to users. University libraries have been embracing social media platforms for providing services, public relations, advertising and marketing, and conducting reach out to students from the initial days of the technology. Social media platforms have also been employed like discussion forum which permits users to digitally share data and knowledge in partnership.

### **2.3 Enabling Infrastructure for Social Media Use**

Social media platforms use has become order of the day. Technological advancement is being experienced in organizations of higher education in addition to the library world. Akeriwa, Penzhorn, Holmner, Marlene (2015) in their study indicate that academic libraries are anticipated to make available proper access to appropriate information to meet the needs of scholars and researchers. Prompting organizations to tie information wants with the technology-precise desires and demands of consumers. Libraries internationally are gradually accepting variety of social skills so as to deliver extra operative and reachable services to their customers.

According to Jain (2013) social technology is innovation which enables social communications permitted by information competence, for example the Cyberspace or a digital technology. Examples are social software system (e.g., wikis, blogs, and social networks) and communication competences (e.g., Web conferencing) which are targeted and permit social connections. Perera, Chandra and Dinesh (2015) in their paper Information Communication and Technologies uses (ICTs) in University Libraries, point out that evolving technological advancement has transformed approaches of storing information and data retrieval in academic libraries.

In this modern era libraries in the world are gradually making use of these innovative skills for storing, retrieving and disseminating of information in more effective way. Libraries are able to store enormous quantity of information using advanced technology and convey information to everyplace at any moment without any physical barricade. Researchers fulfill their push of data using technological innovation without losing their valuable time.

ICTs enable speedy communication of information internationally through its networks. Iwhiwhu and Okorodudu (2012) lists bookstands, chairs, tables, library space, toilet services, ICT amenities, eatery/cafeteria, aerations and lighting, parking zone, catalogue system, fans and air conditioners as some of the library infrastructures.

They are branded as materials which improves education, training and conducting research activities of a higher institutions of learning. Internet is a crucial library infrastructure, libraries in developing and some developed nations are able to encounter this by certifying use of internet to intensify service delivery of information to patrons of the library. Infrastructure is important as it allows the librarians deliver quality services to its clientele.

#### **2.4 Factors Affecting Utilization of Available Social Media Platforms in Universities**

##### **Libraries**

Anwar (2019) in his study on social media makes things possible for librarians explains that the quick growth of social media use and connected devices have simplified things for the library staff and experts. Social media platforms act as quickest channel of communication in present community, where every person can get in touch in a snap. Information specialists are learning to be familiar with social media plus correlated devices to implement it in associated individual information centre. Information specialists create online podium via social website to network with the clients, reach out to the targeted clienteles, create awareness amongst users and for the marketing of their facilities and services. Library authorities have opinion that social media remains excellent way to attract library users to the library. Social media is putting an enormous push to academic libraries and resource centers to promote their amenities and facilities.

According to Anwar (2019) social media platforms put together library users in one place to employ their thoughts plus opinions about their appropriate and exact information. Library professionals are finding it easier to decrease gap amongst library clients, resources and services they are offering. Likewise, media platforms use in libraries is through its uses approach hence facilitating the achievement of library aims and purposes.

Equally, social media use helps library experts improve on services effectiveness and efficiency. Social media creates connection amongst library users and services. Factors which impact social platforms usage in information centers include, communication with possible clients, promotion of services and resources, circulation and receiving the knowledge, conducting search for new clientele, time saving for library users, achieving set goals and objectives of the library, creating a conducive environment and improving the library image. According to Bristy (2016) benefits of SNS (social networking sites) include easier communication with persons of alike interests, interaction with potential new friends, and keeping in touch with long-lost friends. Being able to generate a personal page without any particular technical skill, free signing-up, posting fascinating things and accomplishments. (Mansumittrchai, Park, and Chiu 2012). People implement social networking sites, because they may want to meet and make new friends, get in touch with old friends, pass free time, connect with interesting groups, create blog for friends and family, produce, share photos, videos and music, show own style (Waytz and Gray, 2018).

Some reviews have concentrated on the pre-existence of social networking implementation. For instance Hutchison and Mitchell, (2009) in their study why people use social networking sites, their investigation showed that people connect with social networking sites for several reasons, for instance get entertained, posting or looking at photos, killing boredom, reply

someone trying to get in touch, communicate to somebody when there is no other way to do so, send messages to several individuals and to track the trend of using SNS.

Kipruto, Kitetu and Ongus, (2021) in their paper social networking sites adaptation for scholarly communication amongst Postgraduate students in Universities in Kenya showed that SNS (social networking sites) are used amongst postgraduate students to share research classroom encounter, thoughts, to recognize what place to converge for lessons, what time classes are beginning and bring up-to-date on time limits for presenting class assignments; the motives of employing SNS (social networking sites) are for academic reasons and discussion forums.

### **2.5 Challenges Encountered by Staff and Users in the Use of Social Media Platforms**

Bakare (2018) in a study on providing services in university libraries via social platforms technologies point out that low internet connectivity, lack of institutional support for staff, lack of ICT literacy training were identified as major factors affecting effective usage of social media tools by librarians. Olise and Akporhonor (2015) in their study of how librarians utilise social media in marketing university libraries gives various obstacles opposing the successful usage of social media which include; unstable power supply and argues that its an embarrassment that reliable power supply in the country is yet a dream.

Virtually all social media programs are operated by electricity making this scenario very sad, supporting this, (Fagbemi and Olayemi 2019) states that in African countries power fluctuations is a challenge against information/internet provision and use. In instances where electricity is available, the supply is either greater than normal or lower than normal. Bello, Dala, Jegbefumea and Dewa (2020) in their study cite lack of awareness as another challenge,

information personnel in third world nations are unenlightened of social media services those informed are attempting to discover the effective uses of social media sites for library purposes. Users also are not well conversant of procedures associated with social interaction. Users are possibly not well informed; this includes also university personnel who may also be unknowing of existence of subject authority in their area. Librarians initiating contact with clients is necessary to experiment a public self awareness.

Users participating in online social networking, includes student and staff are involved with university libraries are at a potential risk over their privacy need to exist at the helm of online participation (Fagbemi and Babarinde 2019). Social media intensifies online danger since library users' confidential data on social media may be utilised for financial gains with associates. Vij (2022) explains further this that by using a person's name, address and birth date (presuming its not a social security number) more than adequate information is given to criminals that can be used to gain access illegally into banking statements and jeopardize a user's individual private data. The advertisement communications on online social media occasionally bothers some users.

Library staff are therefore confronted with a difficulty of most tracking down library users with continuous notices or marketing information on online social media. Low technology entrance, was another challenge general insufficiency in the level of technology chiefly in developing countries. This was due to high price of tax in restricting authority carelessness. Africans are looking forward to a period when homes and offices would be linked to the internet at a very low cost or for free the same way is in developed countries. Unfortunately, internet connection is accessible only to the well to do persons most of times, online

networking issues and challenges are always present or power line connection challenges where cables connected to individual components of a system are trimmed or shortened.

Component like hub, a router or a switch connectivity problem also leads to malfunction. Extreme network collaborations, programmes challenge and use of the identical IP address are other network problems that can arise. Adewojo and Mayowa-Adebara (2016) note in their study that majority of organisations have restricted bandwidth to validate this custom and add bandwidth problems to this, low internet connectivity prevented successful online involvement.

Lack of technical skills and competencies, exaggerated prices of ICTs, impunity and carelessness, slight government mediation, opposition to change are other problems experienced in use of social platforms.

Halder and Saha (2022) point that social media use poses challenge by day for various reasons. The common challenges encountered with social media use was hacking, this was a kind of unlawful offense where a cyber criminal gain access to the users account and terminate confidential information of the users. Threat to security and privacy was another challenge, difficulty in maintaing confidentiality in social media use since social media is unrestricted platform where access to personal information of other users was not restricted. Ethical issue was also a challenge since social media permits users to transmit or send any content.

## **2.6 Summary of Literature Reviewed and Research Gaps**

Literature review confirms that there is evidence of use of social platforms in university libraries. Commonly used social media platforms include; whatsapp, twitter, facebook, youtube, flickr, twitter, google, linkedIn, pinterest, live chats, and Instagram. University libraries are gradually engaging on social media use to link with various communal assemblies and move beyond the old-style confines of the library.

Key areas that have been discussed include: commonly used social media platforms, enabling infrastructure for social media use, factors affecting usage of social media platforms in academic libraries and lastly challenges of using social media platforms.

University libraries have already embraced utilization of social media platforms but uptake of information services provided by the library is still low. Similarly, the libraries have assumed the use and taken up diverse social media platforms, but there seemed to be no distinct understanding on exact uses of the social media tools by librarians and postgraduate students in libraries aiming to improve the uptake of library services in universities. There is need to expand on literature on utilization of social media platforms for academic purposes among librarians and students with the aim of improving the uptake of information services. The literature also lacks the perceptions of users and students on social media platforms use as well as policies to control the social media use in libraries. Finally, the study helped realise gaps between librarians and students regarding the use social media platforms. However, a significant gap was detected in the social media platforms that students used and those that librarians used. Findings were used to suggest on how social media platforms may be utilised to enhance the uptake of library services.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This section consists of the research methodology adopted for the study. Goswami (2015) defines term ‘Research’ as a word that is made up of two words: = Re + Search ‘Re’ means over and over and ‘Search’ means to look for something. Research is basically the procedure of finding a reliable answer to a problem through strategic and organized way of collecting data, analysing and interpretation. According to Kothari, (2004) Research methodology is a means of consistently resolving a research problem. Subtopics dealt with consists of a brief introduction of chapter, research design, variables, location of the study, target population, sample size and sampling techniques. Also covered are research instruments, pilot, validity and reliability, data collection procedures, data analysis methods as well as logistical and ethical considerations.

#### **3.2 Research Design**

Research design is explained by (Singh, 2006) as planning in advance of the techniques to be adopted in gathering relevant data and the methods of analysing data collected, as guided with the objectives of the study, the availability of funds, personnel and time. Walshaw (2015) lists in his study types of research designs that include: Ethnographic designs, representing procedures for writing about people, Case studies that understands human phenomena using a wide range of methods and data sources, Action research collaborative research undertaken with people rather than on people, Experimental which designs quantitative procedures used to investigate the effect of an intervention.

Non-experimental designs that investigate relationships among variables, rather than manipulate them, Narrative inquiry which is focused on personal experiences, Historical research is both descriptive and analytical it describes events and behaviours and Grounded theory a research design that systematic designs qualitative procedures for exploring people and processes. The researcher adopted descriptive research design. It aimed to correctly and consistently demonstrate a community, circumstance or occurrence. Descriptive research design uses a broad variation of research methods to explore one or more variables (Goswami, 2015). The researcher was solely concerned with defining the situation under the research study. In this research, the descriptive research study was carried out in academic libraries. This research design assisted the researcher to assess uses of social media platforms in enhancing the uptake of library services in Universities in Kenya.

The researcher used quantitative method to gather and analyse data. Quantitative study is defined as an organized examination of occurrences by assembling measurable data and carrying out numerical, arithmetic, or computationng techniques. Qualitative seeks to collect and examine non-numerical data (e.g., text, video, or audio) to understand ideas, thoughts, or practices. Qualitative method on the other can be used to generate in-depth understanding into a problem or gather new concepts for study. The researcher gathered, analyzed, and presented collected data to provide understanding into the why and how of research. This helped others better realise the need for the research study.

### **3.2.1 Variables**

A variable in research basically refers to an individual, dwelling, object, or phenomenon that you can measure by some means (Goswami, 2015).

A dependent variable is the variable which is influenced by the independent variable, dependent variable changes as a result of the manipulation of independent variable. The result depends on independent variable. An independent variable is the variable influenced in research to discover its outcomes. It is termed “independent” since it is not affected by any other variables in the study. An intervening variable is a link relating an independent variable to a dependent variable, used to explain causal links between other variables. It refers to a variable that affects the relationship between an independent variable and dependent variables (Lakshmi & Mohideen, 2013). Dependent variable of the study was uptake of academic services. The independent variables on the other hand included availability and accessibility of relevant social platforms, availability of adequate infrastructure, and personal capabilities and predisposition of the postgraduate students and the librarians. The intervening variables of the study was the Legal framework/Institutional policy.

### **3.3 Location of the Study**

The research location was Kitui and Muranga counties in Kenya. For the purposes of this study, only two institutions South Eastern Kenya University (SEKU) and Murang’a University of Technology (MUT) was used. Murang’a University of Technology (MUT) is evolved branch of JKUAT. Murang’a University of Technology is tactically placed 1.5 km from Murang’a Town in Muranga County. South Eastern Kenya University (SEKU) is located in the Lower Yatta District in Kwa Vonza division, 13 Kilometers from Kwa Vonza Market, along the Kitui-Machakos main road. This study only covered public university libraries.

The reason behind settling for South Eastern Kenya University (SEKU) and Murang’a University Technology (MRUT) libraries is that they represent public university libraries in

Kenya in the rural areas they also got the charters in the same year 2013, they both have got libraries of the same size.

Choice was further reinforced by the fact that social media use is gaining popularity among rural dwellers thus the researcher found it necessary to examine how libraries in rural areas and environments are utilising social media platforms. Another reason for settling for South Eastern Kenya University (SEKU) and Murang’a University of Technology (MUT) libraries is that the two were a representation of academic libraries in the rural areas that were relatively in close proximity to the researchers work station.

**Table 3.1: Target Population**

Category	University		Total
	Murang’a University of Technology (MUT)	South Eastern Kenya University (SEKU)	
<b>Postgraduate students</b>	200	200	400
<b>University Librarian</b>	1	1	2
<b>Library Staff</b>	5	10	15
<b>Total Population</b>	<b>206</b>	<b>211</b>	<b>417</b>

(Source: Survey Data, 2022)

### 3.4 Sample Size and Techniques

Sample distribution measures the sum aggregate of particular samples used or measured in a study, investigation or observations (Goswami, 2015). It is a tally of isolated samples or monitoring in a numerical environment, in particular a research-based examination or a collective view survey. Murang’a University of Technology (MUT) Library has 6 librarians while South Eastern Kenya University (SEKU) library has 11 personnel inclusive of the University librarian. The study included all the librarians who served the postgraduate library

users with a view to collect sufficient details to assist in responding to study questions. Study sample measurement were 17 library staff and 400 for the postgraduate library users. Convenience sampling was used for library postgraduate users. In this sampling method, selection was applied depending on how available, reachable and accessible users are. Census method was used for librarians. Census sampling also known as '100% enumeration' or 'complete enumeration' or 'complete survey'. Byju's, (2020) in their paper point that census method is normally considered when the entire population is too small or when the population is sensible to in-cooperate in the total population. With this technique, details are gathered from every participant of a population. Census method of sampling was appropriate for librarians in this research since total sample from two libraries was manageable. It was realistic to include all library staff of choosen universities.

Total population for librarians was 17 while total population for the postgraduate students 400 as shown in table below. For the postgraduates students the first available 50 students were picked using the formula the number of postgraduate students in the university N divide by the total population multiply by 100  $=N/TP \times 100$   $(200/400 \times 100) =50$ . The study sample therefore comprises of 200 postgraduate students and 17 librarians.

**Table 3.2: Research sample size**

Category	University		Total Population	Sample %	Sample Size
	MUT	SEKU			
<b>Postgraduate students</b>	200	200	400	50	200
<b>University Librarian</b>	1	1	2	100	2
<b>Library Staff</b>	5	10	15	100	15
<b>Total</b>	<b>206</b>	<b>211</b>	<b>417</b>	<b>52.04</b>	<b>217</b>

(Source: Survey Data, 2022)

The research used moderately-structured questionnaires for data collection. A questionnaire is defined as a investigative instrument which is composed of a group of printed queries or urge with answers used to collect information from a respondent (Goswami, 2015). The questions were drawn in accordance to the study objectives. In cooperating open and closed end questions to guarantee satisfactory data collection. The questionnaires had similar questions for the two selected libraries. This was to ensure better data analysis. Some questions formats had restricted options. Open ended queries enticing respondents to give additional information concerning the study were provided at the end of each question. The justification on picking out questionnaire for gathering data was the ability to collect information from numerous respondents. It was also cost effective with regard to budget and period needed for conducting the research. Information gathered using questionnaires were as well simple and fast to evaluate employing statistical software programme. Akeem (2015) affirms that collected data from the questionnaires may be reviewed using SPSS (Statistical Package for Social Sciences). SPSS gives two main parts of information in the output viewer. They are ‘correlation matrix’ and ‘view alpha if item deleted’ columns.

### **3.5 Piloting of the Study**

Pulka, Ramli and Mohamad (2018) mentions that pilot study is a crucial part in conducting research. Kothari (2004) defines a pilot study as initial minor-scale research which scholars carry out to assist them adopt best approaches to administer a large-scale research project. A pilot research is a minor study used to test study procedures, tools of data collection, model recruitment policies, and additional study methods in arrangement for main research. For pre-test of the study instrument, pilot research was conducted at Kenyatta University Kitui Campus library.

The library is classified among university libraries in Kenya that could be employing social media platforms in providing information services. The library was similar to the libraries included in the current study in a number of ways including being a public university library in rural area, the collection of information materials which are both print and electronic, they are medium sized library and they have also embraced use of information technology in providing the library services. The researcher targeted 17 respondents for the pre-testing research. They include the 7-library staff plus 10 postgraduate students 17 respondents represent 4.08 % of the targeted audience. The participants were given the questionnaires which they filled and returned. The pilot research helped the researcher in refining the questionnaires for the current study and thereby correcting any inconsistencies that could arise if that was not done.

### **3.6 Validity and Reliability of Study**

#### **3.6.1 Validity**

Kothari (2004) defines validity as to how precise a procedure evaluates what it intends to measure. The pilot study assisted in safeguarding legitimacy of research outcomes. Before distributing the questionnaires to the participants, the investigator handed over the questionnaires to the supervisor for approval. The supervisor as the expertise in the field recommended corrections where he felt necessary and amendments were made basing on the comments from the supervisor which in turn ensured validity of data collected. The amendments on questionnaires guaranteed the viability of data collected. Lakshmi and Mohideen (2013) affirms that high consistency points that a measurement is valid. If a technique is not reliable, it is probably not valid. Validity provides accuracy necessary in delivering a valuable study.

### **3.6.2 Reliability**

Validity and reliability are perceptions used to appraise the excellence of research. They specify how fine a procedure, method or trial measure something. Reliability is how uniform a measure is, and validity is how correct a measure is (Kothari, 2004). It is vital to reflect on the reliability and validity when forming research design, preparation approaches, and writing up your outcomes, particularly in research. The researcher used a test-retest procedure to warrant data credibility. Initial research was conducted at Kitui Campus library of Kenyatta University and the same research instruments after one week administered to the target population.

### **3.7 Data Collection Techniques**

The researcher first sought authority from (NACOSTI) National Commission for Science, Technology and Innovation a Nationwide body. NACOSTI a public sector agency in charge of nurturing research, science, technology and innovation in Kenya. NACOSTI monitors and standardizes quality in Science, Technology and Innovation Sector. Data collection entailed the researcher identifying chief contact persons in two university libraries who were used to help in collecting data. Their key duty was to assist in distributing, collecting and following up on all questionnaires. A visit to specific libraries was made to meet and give outlines to the key contacts on the need of research and expected duty in entire activity.

The printed questionnaires were circulated to respondents and a grace period to respond to questions was given. The questionnaires were then collected as agreed with the internal contacts. A follow up of remaining questionnaires still in the possession of the respondents was done. The next and third phase of the research was to consolidate all the tools used in data collection. They included appropriately completed questionnaires and additional

research notes given to the researcher. Remarks given throughout study from main acquaintances were taken into consideration.

### **3.8 Data Analysis**

According to University of Pretoria (2021) data analysis is critical part of study. It gives a summary of gathered information. It includes description of collected data through investigative and reasonable thinking to determine designs, relations or shifts. Data examination is the method of analytically employing numerical and/or rational techniques to define and demonstrate, summarize and review, and appraise data.

A vital element of safeguarding data principle accurately and suitable investigation of study results. The structure used to examine the data was grounded on the main themes represented in the questionnaire used. The questionnaire was based on social media platforms used in enhancing the uptake of library services in universities in Kenya. The primary data from the questionnaires was verified to check omissions, legibility and consistency before they were analyzed. Quantitative data evaluated by use of statistical analysis of descriptive data such as rate of recurrence and ratio gave answers to research queries. Statistical Package for Social Sciences (SPSS) tool facilitated statistics review. Quantitative data provided in textual form, tables, and bar graphs.

### **3.9 Logistical and Ethical Considerations**

#### **3.9.1 Logistical Considerations**

A letter granting authority to visit the Universities to commence the study was obtained from Ethical Board of Kenyatta University, and Graduate School of Kenyatta University (see Appendix V). Similarly, a study license obtained from National Commission for Science,

Technology and Innovation (NACOSTI), refer to Appendix VI. The management of specific academic libraries where study was to be conducted gave consent by writing an authorization letter, refer to Appendix VII. Using the introductory letter for respondents (Appendix I) and consent form for respondents (Appendix II), participants were approached and verbally informed of the expectations and the goals of the research.

### **3.9.2 Ethical Considerations**

The researcher ensured confidentiality of respondents by not exposing their identities. No participant was compelled to become part of the research or to reveal their identity in the questionnaire this encouraged them to be honest. Major ethical issues observed by the researcher were willing participation, declaration of agreement, privacy, principle of consensus and integrity.

The researcher used the Mendeley reference manager to help organize the research, discover updates on the latest research, work together with others researchers online and automatically generate bibliographies. The Mendeley manager guarded the researcher against any forms plagiarism while compiling their research.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the research findings, interpretations and discussion in line with the research objectives, research questions were analyzed using the study data obtained, interpretation and discussion of the study findings according to the objectives. The study aimed at assessing how social media platforms can be used in university libraries with intention of enhancing the usage of library services in academic libraries in Kenya. The research findings were organised around the following research objectives to establish types of social media platforms used for enhancing uptake of library services in academic libraries, assess available infrastructure that supports social media use in libraries, examine factors that affect use of social media platforms for enhancing uptake of library services and explore challenges encountered by library staff and postgraduate users in the use of social media platforms in universities in Kenya.

#### **4.2 Response Rate**

According to Krishnamurty (2018) response rate is the ratio of the number of participants in a study to the number of participants who were asked to participate. The rate of response in study refers to the portion of the sampled population who successfully took part in the study by completing the data collection questionnaire and returning it to the researcher for the subsequent analysis. The rate provides a means to determine the representativeness of the collected data and the final study findings. Level of response is computed by division of the number of practical responses returned by the total number eligible in the sample chosen. The current study achieved a response rate of 76.96% as illustrated in table 4.3 below:

**Table 4.1: Response Rate**

	<b>Total Respondents</b>	<b>Sampled</b>	<b>Response rate</b>
Sampled Responded	217		
Received Responses	167		76.96

(Source: Survey data, 2022)

### 4.3 Demographic Data

The study sought to determine the demographic features like gender, age, and degree of education of the sampled respondents comprising of postgraduate students and librarians from the two universities. The grouping of the respondents by their demographics is presented in table 4.2:

**Table 4.2 : Participants' Demographic Data**

<b>Demographics</b>		<b>Students</b>		<b>Librarians</b>	
		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Gender	Male	113	74.3	6	42.9
	Female	39	25.7	9	57.1
	<b>Total</b>	<b>152</b>	<b>100</b>	<b>15</b>	<b>100</b>
Age bracket	Below 20 years	13	8.6	0	0.0
	20 - 25 years	82	53.9	0	0.0
	26 - 30 years	40	26.3	7	46.7
	36 - 45 years	17	11.2	7	46.7
	Above 45 years	0	0.0	1	6.7
	<b>Total</b>	<b>152</b>	<b>100</b>	<b>15</b>	<b>100</b>
Level of education	Diploma	89	59.3	3	21.4
	First degree	0	0.0	10	71.4
	Masters	60	40.0	2	7.1
	PhD	3	0.7	0	0.0
	<b>Total</b>	<b>152</b>	<b>100</b>	<b>15</b>	<b>100</b>

(Source: Survey data, 2022)

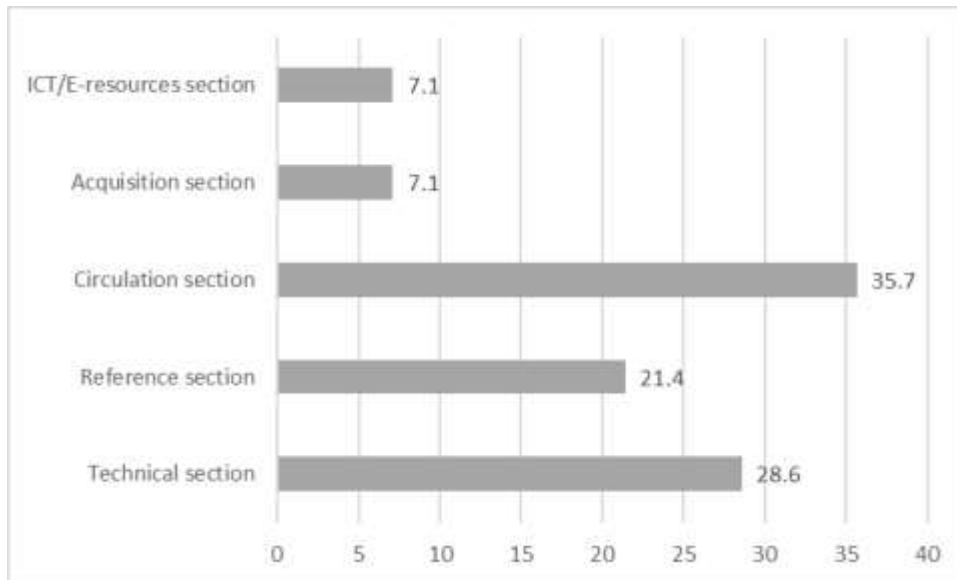
Whereas majority (74.3%) of the students were of male gender, female gender makes majority (57.1%) of the sampled librarians. The findings point to the possible gender disparity among the population pursuing postgraduate studies as well as among the practicing librarians.

It is apparent that male members of the sampled population enroll for postgraduate studies and make bigger percentage of library users in comparison to their female colleagues. In terms of age, most of the postgraduate students were between the age range of 20 to 30 years as indicated by 82(53.9%) and 40 (26.3%) of the students who were in the age group of 20 to 25 years and 26 to 30 years consequently. Less than 20% of the sampled students were aged below 20 years and above 36 years. The sampled librarians were in the age group of 26 to 45 years. Less than 10% of the librarians were aged above 45 years. This indicates that the sampled respondents were relatively young and have opportunity to be serve as librarians for more than 15 years, if they are to retire at the age of 60 years.

Academically, majority (59.3%) of the sampled students were pursuing postgraduate diploma courses while 40% and 0.7% of them were enrolled in Masters' and PhD programs respectively. None of the students was pursuing a bachelors' (first) degree program since the current study focused on postgraduate students only. However, none of the sampled librarians was holding a PhD degree while 71.4%, 21.4%, and 7.1% of them are holding bachelors' degree, diploma, and masters' degree respectively. The analysis implies that majority (71.4%) of the librarians are holders of first degree and a few (7.1%) of them have furthered their studies to the masters' level.

Besides the respondents' demographic characteristics, the sampled librarians were asked to indicate section of the library where they were engaged. Figure 4.1 shows distribution of the librarians according to their service sections within their respective libraries.

**Figure 4.1: Service section**



**Source: (Survey data, 2022)**

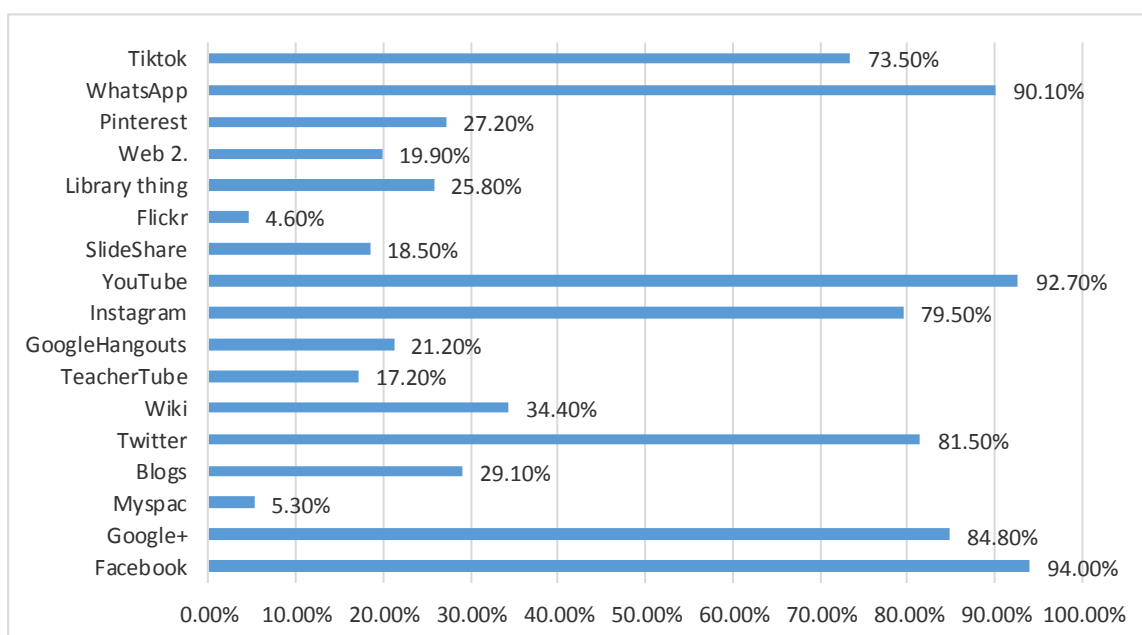
The figure illustrates that majority (35.7%) of the librarians work at the Circulation section while 28.6% of them serve at the technical section of the library. This was followed by 21.4% of the same respondents who indicated that they work at the Reference sections of their respective libraries. ICT or Electronic resources and the Acquisition sections had the least number of personnel as evidenced by just 7.1% of the sampled librarians.

#### **4.4 Types of Social Media Platforms Used for Academic Library Services**

The first goal of the research was to establish the types of social media platforms that are commonly used by postgraduate students to access library services. This objective was

assessed by asking the students to specify the different social media platforms they use frequently to access different library services. The sampled librarians were requested to also point to the commonly used social media platforms in offering the libraries services. Figures 4.2 and 4.3 show the analyzed responses from students and the librarians respectively:

**Figure 4.2: Commonly used social media platforms to access library services by Postgraduate Students**

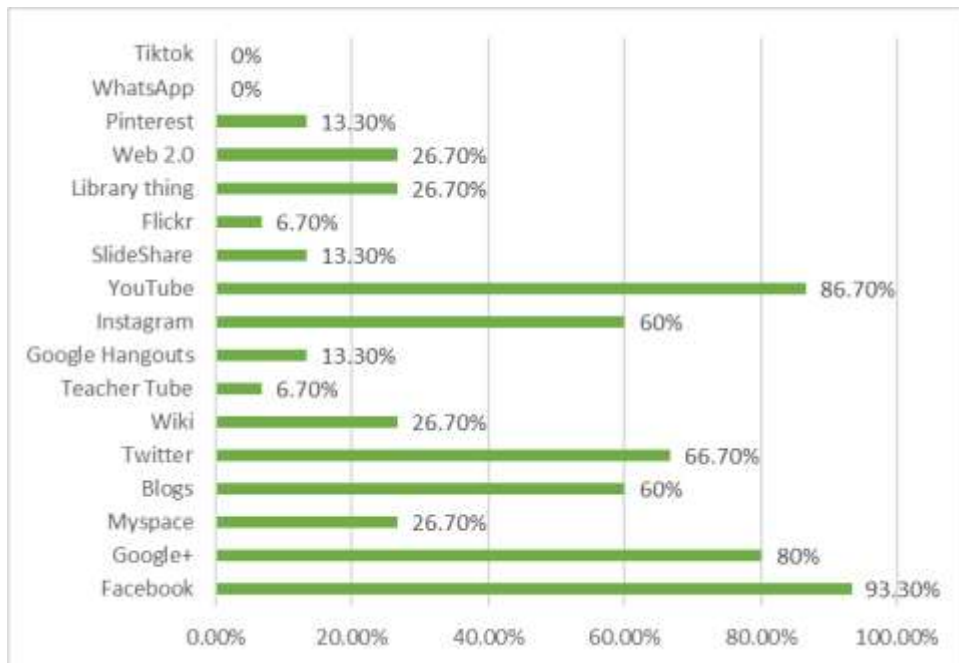


(Source: Survey, 2022)

Figure 4.2 above indicates that seventeen (17) social media platforms were identified as commonly used by postgraduate students to access library services. However, some of the platforms were more popular. For instance, Facebook was the most popular social platform used to access library services by the postgraduate students as cited by 94% of the sampled respondents. This finding conforms to Cheng, Lam and Chiu (2020) that reported Facebook as the most popular tool used by libraries in marketing their services. The popularity of

Facebook was also outstanding among the sampled librarians as 93.3% of them indicated it as their frequently used social media platform to offer library services as shown in Figure 4.3.

**Figure 4.3: Commonly used social media platforms to provide library services by Librarians**



(Source: Survey, 2022)

The second platform in terms of popularity among the postgraduate students and the librarians is YouTube according to 92.7% of the students (Figure 4.3) and 86.7% of the librarians. Whereas 90.1% of the students indicated WhatsApp as their frequently used social media platform when accessing library services, none of the sampled librarians indicated the same platform among their commonly used avenues in providing library services. This finding confirms Chanda (2018) that revealed the Information Professionals' tendency to use WhatsApp messenger exclusively for communication purposes among themselves without applying it serving their end users. This trend was also similar in the case of Tiktok and Blogs. While 73.5% of postgraduate students showed that they make use of Tiktok to access

library services, none of the librarians mentioned Tiktok among their commonly used platforms. The inverse was true for blogs, which appeared a common platform among 60% of the sampled librarians but was never cited by any of the students.

This observation point to a possible technological disconnect between academic librarians and the postgraduate students, who are the biggest portion of the patrons. Google+ was also popular among the sampled postgraduate students and the librarians as indicated by 84% of the students and 80% of the librarians. Other outstanding social media platforms between both categories of the respondents included Twitter (81.5% of the students and 66.7% of the librarians), and Instagram (79.5% of the students and 60% of the librarians). Other social medial platforms like Pinterest, Web2, Library Thing, Flickr, Slide share, Google, Hangouts, Teacher Tube, Wiki, and Myspace were less popular and hardly used by many of the sampled respondents. Each of these platforms were used by less than 40% of either the postgraduate students or the librarians in accessing or delivery library services.

#### **4.4.1 Services Provided/Received through Social Media Platforms**

Analysis in the previous section revealed that eight (8) out of the seventeen (17) social media platforms were reasonably common among the study's respondents. The eight platforms included Facebook, Google+, Blogs, Twitter, Instagram, YouTube, WhatsApp, and Tiktok. The popularity of the mentioned platforms was based on the fact that each of them was commonly used by at least 50% of all the sampled respondents. The next step of the research was to establish the library services that were mostly accessed by the postgraduate students or provided by the librarians through the social media platforms. The participants were then asked to indicate the most common services they access through different social media platforms and evaluation of the feedback as presented in table 4.3 below:

**Table 4.3: Services Provided /Received through the common Social Media platforms**

	<b>Reference</b>	<b>Research</b>	<b>Information sharing</b>	<b>Orientation</b>	<b>SDI</b>	<b>Online reservations</b>
<b>Facebook</b>	8.3	5.6	66.7	8.3	2.8	8.3
<b>Google+</b>	38.2	41.2	0	0	0	2.9
<b>Blogs</b>	12.5	25	31.2	6.2	12.5	6.2
<b>Twitter</b>	14.3	3.6	57.1	3.6	14.3	7.1
<b>Instagram</b>	10.7	10.7	46.4	3.6	17.9	10.7
<b>YouTube</b>	27.8	27.8	11.1	22.2	0	8.3
<b>WhatsApp</b>	13.5	2.7	51.4	8.1	8.1	5.4
<b>Tiktok</b>	0	16	44	8	16	12

(Source: Survey, 2022)

All of the six (6) library services including Reference, Research, Information sharing, orientation, SDI, and Online reservation of library resources were being offered through five (5) out of the eight most popular social media platforms. However, Research and online reservation services were very outstanding since they were either accessed or offered through all of the eight platforms. Whereas five of the six library services were being accessed or offered through at least seven of the tabulated platforms, SDI services were not being offered through Google+ and YouTube platforms. This implies that SDI is the least explored service in regards to application of social media platforms to offer or access library services. In terms of the services popularity among the sampled respondents, Information sharing was the most popular as indicated by 66.7%, 57.71%, 46.4%, 51.4%, and 44% of the respondents who indicated that they share information through Facebook, Twitter, Instagram, WhatsApp, and Tiktok in that order.

#### 4.5 Infrastructure Supporting Social Media Use in Academic Libraries

In order to establish common infrastructure that support use of social media by postgraduate students in accessing library services, the research requested the respondents to indicate different locations where they access library service through the social media. Table 4.4 displays findings of the response.

**Table 4.4: Location of accessing social media**

Location of accessing SM	Students		Librarians	
	N	(%)	N	(%)
Computer laboratories	79	53.7	5	33.3
Library	108	73.5	12	80.0
Cyber cafe	52	35.4	5	33.3
Home	83	56.5	8	53.3

**(Source: Survey, 2022)**

Physical locations from which the users access library services through different social media platforms were important in the sense that it would help determine the key infrastructure influencing such usage. Majority, 73.5% of the postgraduate students and 80% of the librarians specified that they are usually located within a library while accessing or offering library services through different social media platforms. This was followed by 56.5% of the students and 53.3% of the librarians who pointed that they often use social media platform to access or offer library services while at home.

Other 53.7% of the sampled students reported that they usually access library services through social media platforms while at computer laboratories within their respective universities. This percentage is relatively high compared to 33.3% of the sampled librarians

who indicated that they are often located at computer laboratories when offering library services through different social media platforms. However, the least number of the sampled respondents often visit cyber cafes to access library services through any of the social media platforms. Just 34.4% of the students and 33.3% of the librarians indicated to have accessed or offered library services through social media platforms from a cybercafé. This points to a possible decline in the use of cyber cafes or increased availability of internet connectivity in other areas like within university libraries and at residential homes.

The difference among different locations from which the sampled participants use social media platforms to receive or offer library services implies that some important infrastructure or facilities determine and support the use of such platforms. Therefore, the respondents were invited to point to some of the infrastructure that support their use of social media to access or offer library services. Table 4.5 presents analysis of the obtained responses from the two categories of the respondents.

**Table 4.5: Infrastructure supporting social media use in academic libraries**

	Students		Librarians	
	F	%	F	%
ICT facilities	63	41.4	10	66.7
Wi-Fi/Internet	142	93.4	15	100.0
Social media application	38	25.0	5	33.3
Communication abilities (web conferencing)	44	28.9	8	53.3
Power supply / electricity	115	75.7	8	53.3

*(Source: Survey, 2022)*

According to the analysis in Table 4.7, Wi-Fi and any other form of internet connectivity were identified by a majority of the respondents as one of the infrastructures supporting the usage of social media platforms to access or offer library services. The majority comprised of 93.4% of the postgraduate students and 100% of the sampled librarians. The findings address the fact that all social media platforms are internet-supported applications that cannot be reached or used in the absence of internet connectivity (Simamora, 2020). As such, the most popular locations of accessing library services through the platforms must have been equipped with reliable Wi-Fi hotspots for the users and members of the library staff.

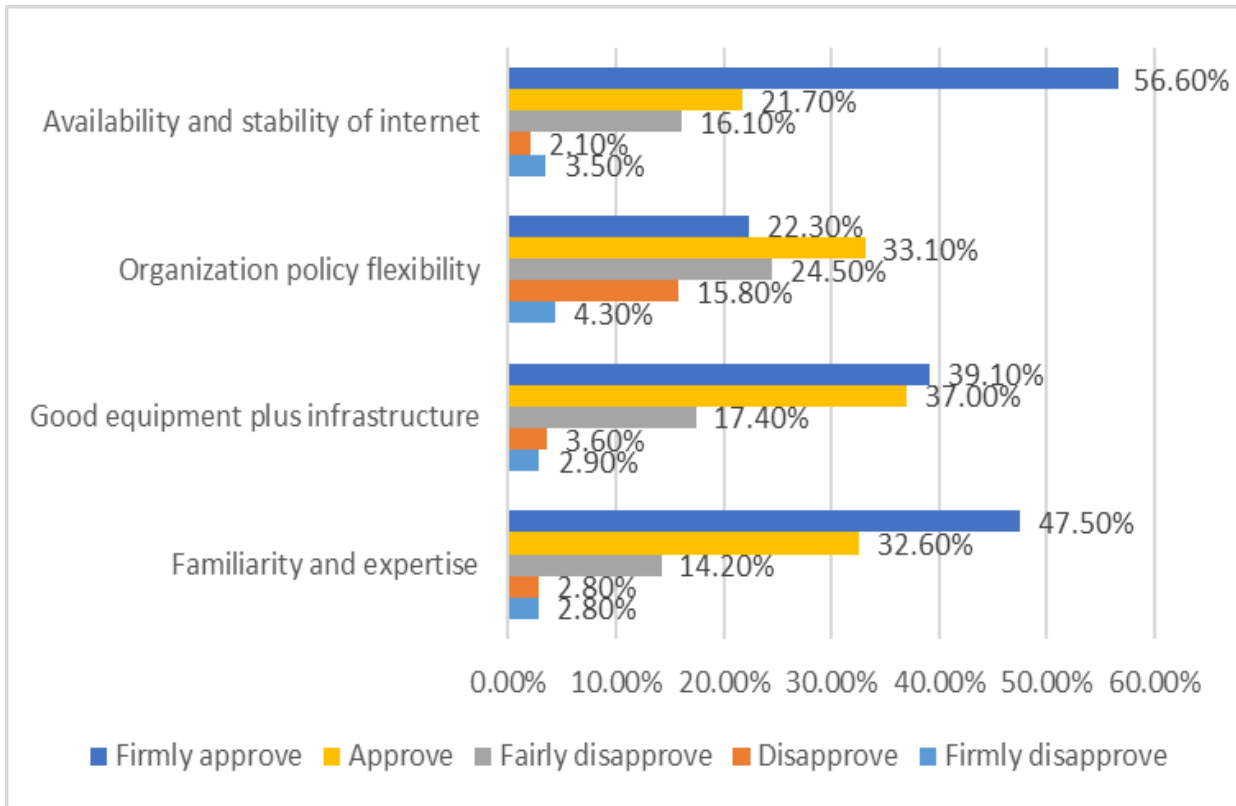
A similar infrastructure is the ICT facilities, which was cited by 41.4% of the students and 66.7% of the sampled librarians. It is important to note that ICT facilities entails several components including internet connectivity.

Other components may include networked computers and laptops in addition to special software applications like an Integrated Library Management System and Digital libraries to be used in availing information resources to the users digitally (Eriksen and Watstein, 2022). Second after Wi-Fi or internet connectivity was power supply or electricity as cited by 75.7% of the postgraduate students and 53.3% of the librarians as an important infrastructure that supports the use of social media platforms to access and offer library services. The implication is that any academic library that is seeking to promote the use of the information resources through any of the social media platforms must consider installation of a reliable source of electrical power as well as functional sockets (Omekwu et al., 2021). This will allow users and members of the library staff to recharge their devices and stay connected for longer hours.

### 4.6 Factors Influencing Usage of Media Platforms

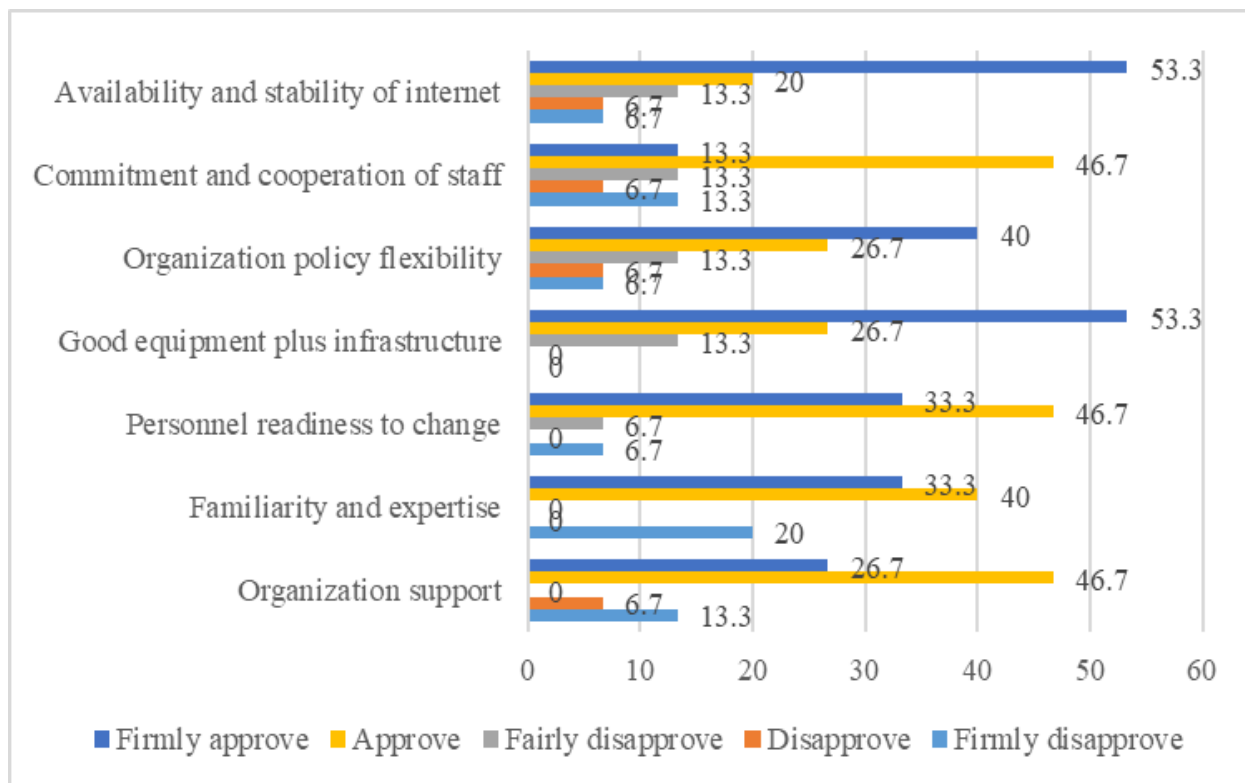
The research third objective was to establish the main factors that affect the usage of different social media platforms in the access and provision of library services among postgraduate students and academic librarians respectively. Both postgraduate students and librarians were requested to indicate factors affecting their usage of social media platforms to provide or offer library services. Figures 4.4 and 4.5 show the analysis of the students and the librarians’ responses respectively;

**Figure 4.4: Factors influencing Students’ usage of Social media**



(Source: Survey, 2022)

**Figure 4.5: Factors influencing Librarians’ usage of social media**



(Source: Survey, 2022)

Whereas the sampled postgraduates identified four factors influencing their use of social media platforms in accessing library services, the library staff identified seven factors including the four mentioned by the students. The most outstanding factor between both categories of the respondents was availability and stability of internet. A big percentage, 56.6% and 53.3% of the students and librarians respectively firmly approved availability and stability of internet as a factor influencing their use of social media platforms in accessing or offering library services. The same factor was approved by 21.7% of the students and 20% the sampled librarians. Less than 7% of both categories of the respondents disapproved the influence of internet availability and stability in their use of library services. This finding

conforms to O'Dell (2010) that pointed out at internet connectivity and social media application as key opportunities for providers of information services.

However, the sampled students and librarians differed in their ranking of the second most influential factor. Familiarity and level of expertise was number two with regard to influence on the students' usage of social media platforms as firmly approved by 47.5% and approved by 32.6% of the students. The same factor was "firmly approved" and "approved" by 33.3% and 40% of the sampled librarians. However, 20% of the librarians firmly disapproved the influence of familiarity and expertise in their use of social media platforms to offer library services. According to majority of the librarians, good equipment and infrastructure were the second-most influential factors in their use of social media platforms. This was "firmly approved" and "approved" by 53.3% and 26.7% of them respectively. Similarly, 39.1% and 37% of the students "firmly approved" and "approved" the same factor in their use of social media platforms to access library services. Fair approval of the same factors was expressed by 17.4% of the students. While 3.6% and 2.9% of the students "disapproved" and "strongly disapproved" the influence of good equipment and infrastructure in their use of social media platforms, none of the librarians expressed any form of disapproval of the same factor. It can be deduced that good equipment and infrastructure were more influential to the librarians' use of social media platforms as compared to the sampled students. This difference can be blamed to the fact that uploading information resources or offering library services through different social media platforms required advanced equipment and infrastructure compared to the equipment's needed by end-users to access such services (Sun & Lu, 2022).

Another factor influencing the sampled respondents' use of different social media platforms was flexibility of an organization's policy in terms of adapting to the technological trends.

This was “firmly approved” by 22.3% and 40% of the postgraduate students and the sampled librarians respectively. The same factors were “approved” by 33.1% and 26.7% of the students and librarians respectively.

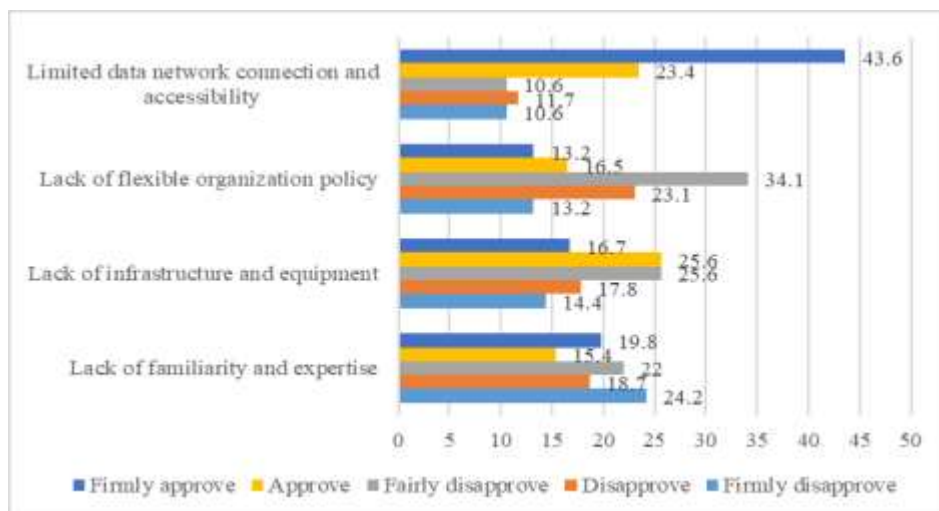
Fair approval of the same factor was expressed by 24.5% and 13.3% of the students and librarian in that order. Nevertheless, 15.8% and 6.7% of the students and librarians disapproved the influence of the same factor in their use of social media platforms to access or offer library services.

Other three factors identified by the librarians include commitment and cooperation among members of the library staff, personnel’s readiness to change, and organization’s support. The facts that the three factors are management issues may have their exclusion from the list of factors influencing postgraduate students’ use of social media platforms. However, they were all approved by 46.7% of the sampled librarians. However, the influence of personnel’s readiness to change received firm approval from the largest number, 33.3% of the librarians. It was followed by organization support (26.7%) then commitment and cooperation of the library staff at 13.3%.

#### **4.7 Challenges Encountered by Staff and Users in the Use of Social Media**

The study’s final goal was to establish struggles faced by postgraduate students and library staff in their use of social media platform to access or provide library services. Respondents were requested to show the level to which they approve different challenges as shown in Figures 4.6 and 4.7 for the students and librarians in that order;

**Figure 4.6: Challenges encountered by students in their use of social media**



(Source: Survey, 2022)

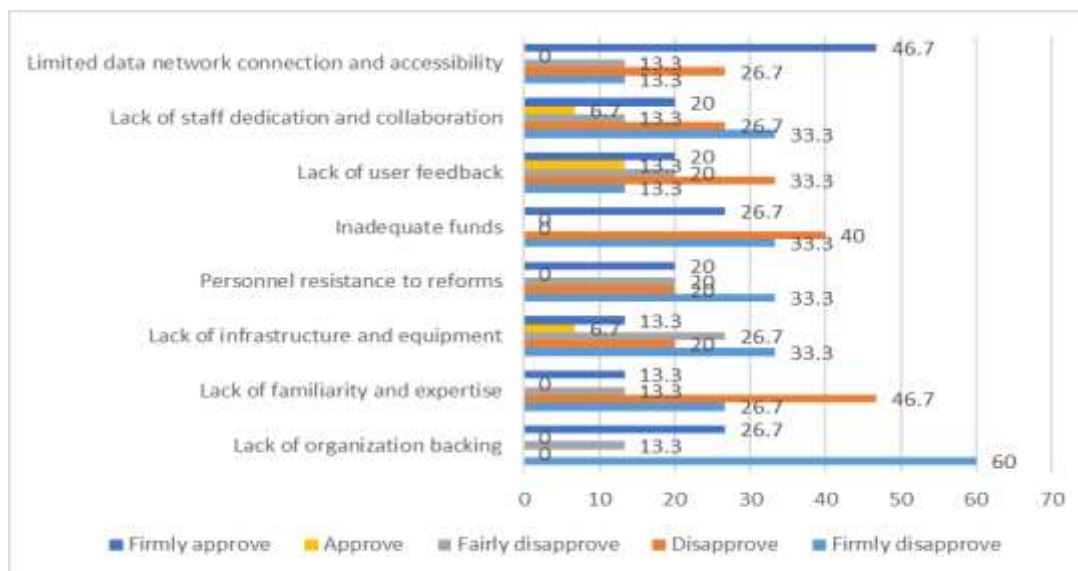
According to figure 4.6, the sampled postgraduate students experience four main challenges in their usage of various social media platforms to access library services. Limited access to data network or internet connectivity was noted as a common challenge to this category of the respondents as confirmed by 43.6% of them. Another 23.4% and 10.6% of the students “approved” and “fairly approved” limited data network connection and accessibility as a challenge they encounter in the utilization of social media platforms to access library services.

However, it is important to note that 11.7% and 10.6% of the postgraduate students “disapproved” and “firmly disapproved” limited data connection and accessibility as a challenge to their use of social media platforms.

This can be attributed to the fact that access to most universities have made internet more available to their students and members of staff as observed by Ali (2020). On lack of

familiarity and expertise, 19.8%, 15.4%, and 22% of the postgraduate students “firmly approved”, “approved”, and “fairly approved” the same as a challenge in their uptake of library services.

**Figure 4.7: Challenges encountered by Librarians in their use of social media**



(Source: Survey, 2022)

The overall trend is that the sampled librarians encountered more (8) challenges compared to the number (4) that was encountered by the students, with exception of internet issues. Firm approval of the same challenge was expressed by 46.7% of the sampled librarians. Fair approval of the same challenge was also expressed by 13.3% of the librarians. The findings confirms that internet connectivity is a major factor in the use of social media platforms to access and offer library services as previously noted in Figures 4.6 and 4.7.

Notably, 26.7% and 13.3% of the librarians “disapproved” and “firmly disapproved” limited data connection and accessibility as a challenge to their use of social media platforms.

Another outstanding insight is that most of the sampled librarians “disapproved” or “firmly disapproved” majority of the identified challenges compared to the students. For instance, 60% of the librarians “firmly disapproved” lack of organization backing as a challenge in social media platforms use to offer library services. A mere 26.7% and 13.3% of the librarians “firmly approved” and “fairly approved” the same as a challenge in their use of social media platforms.

Lack of familiarity and expertise seems not to be a challenge to majority of the librarians of whom 46.7% and 26.7% expressed “firm disapproval” and “disapproval” of the same challenge respectively. Other issues such as lack of staff dedication and collaboration, absence of user feedback, inadequate funds, personnel resistance to reforms, and lack of infrastructure and equipment also followed the same trend in terms of approval or disapproval by the postgraduate students and librarians. None of them was approved or disapproved by more than 40% of either category of the respondents.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter finalizes the study by providing brief outline of all the main outcomes as well conclusion and commendations in accordance with the main findings.

#### **5.2 Summary of the Findings**

Main results of the research are summarized in line with the four objectives as presented hereafter;

##### **5.2.1 Types of Social Media Platforms Used in Enhancing Uptake of Academic Library Services**

The study identified seventeen (17) social media platforms in university libraries used to access and offer library services respectively. However, just eight (8) of the platforms were popularly used by the said respondents. The platforms included Facebook, Google+, Blogs, Twitter, Instagram, YouTube, WhatsApp, and Tiktok. Facebook and YouTube were the most common social media platforms used by both the students and the librarians. However, popularity of each the platforms was high among the students compared to that of the librarians.

In terms of the library services, the above social media platforms were mainly used to offer or access six (6) library and information services. The services include Reference, Research, Information sharing, orientation, Selective Dissemination of Information (SDI), and Online reservation of library resources. Whereas four of the services were not offered or accessed through some of the eight platforms, Research and Online reservation of library resources

were offered or access through all of the eight social media platforms. However, majority of the users used seven of the eight platforms for information sharing purposes. Therefore, Information sharing can be singled out as the most common activity undertaken on different social media platforms by postgraduate students and members of library staff.

### **5.2.2 Infrastructure Supporting Social Media Use in Academic Libraries**

The infrastructure supporting the usage of different social media platforms in offering or accessing library services was examined in two steps. The first step involved ascertaining common locations whence the postgraduate students and librarians use the platforms to offer or access library services. Library was the common location for majority of the students and librarians. University libraries used for the study were equipped with necessary infrastructure to facilitate access and use of the social media platforms. The participants' residential homes was the next common location of accessing library services through different social media platforms. This implies that the required infrastructure is not just confined to the library buildings, but it could also be found outside the library setting.

Therefore, the participants were requested to point the specific infrastructure supporting the use of social media platform to offer or access library services. Wi-Fi was established as the most used infrastructure by both categories of the respondents when offering or accessing library and information services through different social media platforms. This could be attributed to the fact that Wi-Fi is freely available in most academic libraries and most residential homes in Kenyan urban areas are currently supplied with affordable internet connectivity (Wamuyu, 2017). Additionally, most of the social media platforms are readily available in smartphones for users to access from anywhere, and without time limitations.

### **5.2.3 Factors Influencing Use of Media Platforms**

The research identified multiple elements influencing the use of social media platforms among postgraduate students and librarians.

The students identified only four factors while the librarians seven factors. Availability and stability of internet connectivity was the most influential factors in the students and librarians' usage of diverse social medial platforms in accessing or offering library and information services. This conforms to the findings in the previous section, which identified Wi-Fi as the most common infrastructure supporting the use of the same platforms.

The other factors were touching on the institutional management and disposition of individual members of the library staff. They included availability of good equipment and infrastructure, familiarity and skills in the use of different social media platforms, flexibility of the institutions' policies, personnel readiness to embrace change among members of the libraries personnel, commitment and cooperation among staff members, and support from the institution.

### **5.2.4 Challenges Encountered by Staff and Users in the Use of Social Media**

The final objective was to establish challenges that are facing postgraduate students and members of the library staff in their utilization of social media platforms. A number of challenges were identified in the participants' usage of different social media platforms to access library services. However, none of the challenges was outstanding to most of the respondents except limited internet connectivity of data network (bundles) which also reported by less than 50% of both students and the librarians. The other challenges included lack of flexible organization policy, lack of infrastructure and equipment, lack of familiarity

and expertise, undedicated and uncollaborated staff, lack of user feedback, inadequate funds, and personnel resistance to change.

Each of the challenges were encountered to a minimal extent by each category of the respondents. Therefore, failure to fully use any of the social media platforms cannot be fully attributed to any of the mentioned challenges.

This calls for further inquiry into whether there are emerging issues which are actually inhibiting the utilization of social media platforms, or their full potential have been realized as far the use in the providing or accessing to library and information services is concern.

### **5.3 Conclusions**

An impressive number of social media platforms is presently being utilized in university libraries to provide and access services among librarians and postgraduate students. Facebook and YouTube are among the greatest used of the platforms by both students and librarians. This usage is anchored on availability of Wi-Fi or internet connectivity within the academic libraries or at the users' residential homes. The place of internet connectivity is furthered highlighted by the study's observation that availability and stability of internet connection is a key factor influencing the postgraduate students and library staff usage of social media platforms to access or offer library and information services. However, the challenges which substantially inhibit usage of the said platforms are yet to be established besides limited internet connectivity.

## **5.4 Recommendations**

The research recommends the subsequent interventions and study action in accordance with the foregoing findings:

### **5.4.1 Policy Recommendations**

I. Chief University Librarians or decision makers within academic libraries should emphasize on embracing different social media platforms as viable vehicles for enhancing uptake of library services.

- i. The decision makers within academic libraries should prioritize on sensitization of their users and members of staff on the use of Facebook and YouTube as the key platforms through which they can boost uptake of library services among majority of their students.
- ii. The Chief University Librarians should enhance connectivity and stability of Wi-Fi within their libraries in order to enhance uptake of information services among postgraduate students and other users of the libraries.

### **5.4.2 Recommendations for Further Research**

Given that the research fell short of establishing an agreeable challenge facing at least more than half of the sampled respondents, it is necessary for further study on this matter. The research commends further inquiry into whether there are emerging problems which are actually inhibiting the utilization of social media platforms, or full potential of the platforms have been realized in regard to their usage in providing or accessing to library and information services.

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## **APPENDICES**

### **Appendix I: Introductory Letter for Participants**

Dear Respondent,

I, Litzer Opiyo of School of Education, Kenyatta University and department of Library and Information Sciences, humbly ask you to take a couple of minutes and respond to the set of questions in the study titled Utilization of social media platforms for enhancing uptake of library services in selected universities in Kenya. The study is taken on as a requirement of the award of Masters, through the Kenyatta University Department Library and Information Studies. The response gathered will remain secure and used entirely for the educational purposes.

Many thanks for playing part in this study.

Scholar: Litzer Nicole Opiyo

Phone number: 0721472466

**Appendix II: Consent Form for Respondents**

Name of the researcher.....

I..... willingly consent to take part in the (Name of the respondent)

Research titled utilization of social media platforms for enhancing uptake of academic library services in universities in Kenya. My participation is voluntarily. The study has been satisfactorily explained to me and questions will be well answered.

SIGNATURE: .....

DATE.....

### **Appendix III: Postgraduate Students' Questionnaire**

Thank you for sparing your time to assist fill this questionnaire which is a requirement for award of a Master in library and information science, the research is titled Utilization of social media platforms (SM) to enhance uptake of library services. Information gathered will be confidentially kept and used only for study purpose. **Kindly {✓} mark to indicate suitable response**

#### **Part A: Details of Participants kindly {✓} mark to indicate suitable response**

1. Gender: Male { } Female { }

2. Age: 20-29 [ ] 30-39 [ ] 40-49 [ ] 50-59 [ ]

3. Level of study: Post Graduate Diploma { } Masters { } PhD { }

#### **Part B: Students Awareness of SM Kindly {✓} mark as suitable**

##### **Types of social media**

i. Have you heard of the term social media platforms? a) Yes [ ] b) No [ ]

b) If yes, which social platforms, are you familiar with?

a) Facebook [ ]

b) Google+ [ ]

c) Myspace [ ]

d) Blogs [ ]

e) Twitter [ ]

f) Wiki, [ ]

g) Teacher tube [ ]

h) Google hangouts [ ]

i) Instagram [ ]

- j) YouTube, [ ]
- k) Slide Share, [ ]
- l) Flickr [ ]
- m) Library thing [ ]
- n) Web 2.0 [ ]
- o) Pinterest [ ]
- p) WhatsApp [ ]
- q) Tiktok [ ]

Any other.....

2. Kindly specify where you access social platform? (You can pick more than one)

Computer laboratories { }    library { }    cybercafe { }    home { }

Any other (please indicate) .....

3. What factors influences your use of social media?

Indicate factors influencing your use of SM? Measure where: 1=Firmly Disapprove 2=Dissapprove 3=Fair 4= Approve 5= Firmly Approve **Kindly [✓] mark as suitable**

Factors that influence use of social media (SM)	SCALE				
	1	2	3	4	5
Familiarity and expertise					
Good equipment plus infrastructure					
Organization policy flexibility					
Availability and stability of internet					

Any other.....

4. What infrastructure is available in the library that facilitate use of social platforms? From listed Please [✓] tick as appropriate

a) Information Communication Technologies Facilities [ ]

(b) WIFI (Internet) [ ]

c) Social software system (wikis, blogs, and networks [ ]

d) Communication abilities (Web conferencing) [ ]

e) Power Supply/electricity [ ]

f) Any other.....

5. What challenges are encountered in using social media (SM)? Gauge where: 1=Firmly Disapprove 2= Disapprove 3=Fair 4= Approve 5= Firmly Approve

**Kindly [✓] mark as suitable**

What challenges are encountered in using social media (SM)	SCALE				
	1	2	3	4	5
Lack of familiarity and expertise					
Lack of proper infrastructure and equipment					
Lack of flexible organization policy					
Limited data network connection and accessibility					

Any other.....

**Appendix IV: Librarians Questionnaire (LQ)**

I appreciate your consideration to spare a few minutes of your time and take part in this research a requirement of the award of a Masters library and information science on the study Utilization of social media platforms (SM) to improve uptake of library services. The data gathered will be confidentially kept and used strictly for research purpose.

**Part A: Details of Participants kindly {✓} mark to indicate suitable response**

- 1. Gender: Male { } Female { }
- 2. Age: 25-35 [ ] 36-45 [ ] 46-55 [ ] 56-65 [ ]
- 3. Level of education: Diploma { } First Degree { } Masters { } PhD { }
- 4. State the number of years working experience as a Librarian 1-10years { }  
10-20years { } 20-30years { } 30-40years { }
- 5. Kindly indicate the institution of association .....
- 6. You work in which section n the library?
  - Technical Section
  - Reference Section
  - Circulation Section
  - Acquisition Section
  - ICT/E-resources Section

Any other .....

**Part B: Librarians' Awareness of SM Kindly {✓} mark as suitable**

**Types of social media**

7. Which SM are you familiar with? (It is okay to choose multiple answers)

- a) Facebook [ ]
- b) Google+ [ ]
- c) Myspace [ ]
- d) Blogs [ ]
- e) Twitter [ ]
- f) Wiki, [ ]
- g) Teacher tube [ ]
- h) Google hangouts [ ]
- i) Instagram [ ]
- j) YouTube, [ ]
- k) Slide Share, [ ]
- l) Flickr [ ]
- m) Library thing [ ]
- n) Web 2.0 [ ]
- o) Pintrest [ ]

Any other .....

8. Please indicate where you access social media (SM)?

(Picking more than one is allowed)

Computer laboratories { } library { } cybercafe { } at work/office { } home { }

Any other (please indicate) .....

9. Indicate the level of competency in using social media (SM)?

High { }                      moderate { }                      Low { }

**Factors influence your use of social media (SM)**

10. Indicate factors influencing your use of SM? Measure where: 1=Firmly

Disapprove 2= Dissapprove 3=Fair 4= Approve 5= Firmly Approve Kindly [✓]

mark as suitable

Factors that influence use of social media (SM)	SCALE				
	1	2	3	4	5
Organization support					
Familiarity and expertise					
Personnel readiness to change					
Good equipment plus infrastructure					
Organization policy flexibility					
Commitment and cooperation of staff					
Availability and stability of internet					

**Enabling infrastructure that supports the use of social platforms.**

11. What infrastructure is available in your institution that facilitate the usage of social platforms (SM)? From listed Please [✓] tick as appropriate

a) Information Communication Technologies Facilities [ ]

(b) WIFI (Internet) [ ]

c) Social software system (wikis, blogs, and networks [ ]

d) communication abilities (Web conferencing) [ ] e) Power Supply/electricity [ ]

f) Any other.....

**Challenges encountered in using social media (SM)**

12. What challenges are encountered in using social media (SM)? Gauge where: 1=Firmly Disapprove 2= Disapprove 3=Fair 4= Approve 5= Firmly Approve Kindly [√] mark as suitable

What challenges are encountered in using social media (SM)	SCALE				
	1	2	3	4	5
Lack of organization backing					
Lack of familiarity and expertise					
Lack of proper infrastructure and equipment					
Personnel resistance to reforms					
Inadequate funds					
Lack of user feedback					
Lack of staff dedication and collaboration					
Limited data network connection and accessibility					

## Appendix V: Research Authorization



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

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

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E65/OL/CTY/26008/2015

DATE: 20<sup>th</sup> December, 2021

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

Dear Sir/Madam,

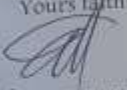
SUBJECT: RESEARCH AUTHORIZATION FOR LITZER NICOLE AOKO - REG. NO. E65/OL/CTY/26008/2015

I write to introduce Ms Litzer Nicole Aoko who is a Postgraduate Student of this University. She is registered for MLIS degree programme in the Department of Library and Information Science.

Ms. Aoko intends to conduct research for a MLIS Project Proposal entitled, "Utilization of Social Media Platforms for Enhancing Uptake of Academic Library Services in Selected Universities in Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

  
/ PROF. ELISHIBA KIMANI  
DEAN, GRADUATE SCHOOL

EK/enj

Appendix VI: Research Licence

REPUBLIC OF KENYA  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: 934045

**RESEARCH LICENSE**



This is to Certify that Ms.. Litzer Nicole Opiyo of Kenyatta University, has been licensed to conduct research in Kitui, Muranga on the topic: **UTILIZATION OF SOCIAL MEDIA PLATFORMS FOR ENHANCING UPTAKE OF ACADEMIC LIBRARY SERVICES IN SELECTED UNIVERSITIES IN KENYA** for the period ending : 24/January/2023.

License No: NACOSTI/P/22/15191

934045  
Applicant Identification Number

Walter Mwangi  
Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

## Appendix VII: Authorization for Data Collection

Litzer Opiyo  
Kenyatta University  
P. O. BOX 43844- 00100  
NAIROBI.

8<sup>th</sup> March, 2022

Deputy Vice Chancellor (Academic, Research and Student Affairs)  
South Eastern Kenya University  
P.O. BOX 170-90200  
KITULI- KENYA.

Thro"  
Dr. Wambiri D. Muthee  
Kenyatta University  
Department of Library and Information Science

Dear Sir/Madam,

### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name is Litzer Opiyo, a Student at the Kenyatta University, Department of Library and Information Science. I wish to request for permission to conduct my Master's research study in your institution the title of study is "Role of Social Media Platforms in Improving Uptake of Academic Library Services in Selected Universities in Kenya".

This project will be conducted under the supervision of Dr. Wambiri D. Muthee, a lecturer of Kenyatta University, Department of Library and Information Science. I am hereby seeking your consent to be allowed to collect data in your organization.

If you require any further information, please do not hesitate to contact me on number 0721472466, and email address [opiyo.litzer@gmail.com](mailto:opiyo.litzer@gmail.com).

Thank you for your time and consideration in this matter.

Yours sincerely,



LITZER OPIYO  
KENYATTA UNIVERSITY



Dr. C. Academic, Research & Student  
Affairs  
KENYATTA UNIVERSITY  
I confirm Litzer Opiyo  
under my supervision  
08 March 2022  
Dr. Wambiri D. Muthee  
Deputy Vice Chancellor  
South Eastern Kenya University  
P.O. Box 170-90200, Kituli, Kenya

Approved.  
Research findings to  
be shared with the  
University  
Zwegy  
9.3.2022

### Appendix VIII: Budget for the Research

<b>ITEM</b>	<b>ESTIMATED COST (Kshs)</b>
Stationery	6,000
Printing	5,000
Transport	7,000
Communication	3,500
Research assistance	10,000
Binding cost	5,000
Miscellaneous	10,000
<b>Total</b>	<b>46,500</b>

**Appendix IX: Time Schedule for the Study**

	<b>AUG 2018</b>	<b>JAN 2019</b>	<b>MAR 2020</b>	<b>AUG 2021</b>	<b>DEC 2021</b>	<b>JAN 2022</b>	<b>MAY 2023</b>
<b>ACTIVITY</b>							
Concept paper writing							
Concept paper defense							
Writing of the proposal							
Defending proposal							
Pilot study							
Data collection and analysis							
Summary, Conclusion and recommendations							