SOCIAL MEDIA AS A MARKETING TOOL FOR ELECTRONIC RESOURCES AMONG POSTGRADUATE STUDENTS IN REFERENCE TO UNITED STATES INTERNATIONAL UNIVERSITY AFRICA (USIU-A) LIBRARY IN KENYA.

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DECLARATION

This research project is my original work and has not been submitted to any other university for academic award.

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DEDICATION

I dedicate this work to God for seeing me through each and every step of the project. I would also like to thank my family for the love, continuous support and encouragement offered to me from the time I started my project.

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ABSTRACT

Social media is a new phenomenon that is cutting across all sectors. It has especially proved effective in carrying out marketing due to its potential to reach a large customer base. This study thus aimed at assessing the use of social media in marketing electronic resources in the library. The objectives of the study were: to find out the social networks platforms used to market electronic resources; to evaluate effective strategies used for marketing electronic resources through social media and to establish the challenges of using social media to market electronic resources. The use of social capital theory in this study, helped in understanding the resourcefulness of social media in marketing e-resources. This study adopted a case study design, the study used specifically USIU-A library as the case for this study. The target population was the graduate students in USIU-A, and the library staff. A sample size of 82 respondents was used in this study. Stratified random sampling technique was used to select 72 respondent out of 1759 student population that was calculated through Yamane's formula (1967). Purposive sampling was used to draw a sample size of 10 librarian out of 27 librarians. Data was collected through questionnaires and interview schedules and analyzed through descriptive statistics. The results of the study showed that majority of the respondents, 94% regularly interacted with social media platform. YouTube was the most effective platform for marketing of electronic resources. The strategies used in marketing e-resources on social media include: online competition and online guide materials. The challenges in marketing e-resources in social media include: social media noise and financial constraints. This study recommended that librarians should intensify e-resources marketing in social media platforms, budget for social media marketing should also be set and information literacy be enhanced. This study will benefit students by informing them of available e-resources in the library. The results will also inform educational planners, administrators, library management and librarians on how to improve on the marketing services in the library.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS AND ABBREVIATIONS

ALA   American library association

B2B   Business-To-Business

B2C   Business-To-Consumer

CUE   Commission of University Education

EBSCO   Elton B. Stephens Co.

E-Resources Electronic resources

HEI   Higher Educational Institutes

IFLA   International Federation of Library Associations and Institutions

IM   Instant Messaging

RDF   Resource Description Framework

RSS   Really Simple Syndication

SDI   Selective Dissemination of Information

SMM   Social Media Marketing

SNS   Social Networking Sites

SPSS   Statistical Package for Social Sciences

USA   United States of America

USIU-A   United States International University-Africa

WASC   Western Association of Schools and College

XML   Extensible Markup Language

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

This chapter gives: background information of the research, intentions and goals of the research, reasons for the research, problematic statement, questions of research, importance and challenges of the research, assumptions and explain meaning of terms.

1.2 Background of the Study

Social media comprises a set of Web-based broadcast technologies that facilitates communication and sharing across the net (Scott, & Jacka, 2011). It has emerged as the preferred media of communication in the 21st century especially among the youths. According to Boyd, (2015) it has re-created the role of technology in information broadcasting, society development, and communication. In the new millennium, social media has grown to be at the core of digital life across the globe, the most notable tools of social media. Facebook and twitter are influencing daily lives of majority in the world especially students. One study shows that college students use at least one form of social media tools. (Sponcil, & Gitimu, n.d.). Constantinides & Stagno, (2012) also observed that social media phenomenon has changed the way communication is done to students in institutions of higher learning because the methods used are modern. Social media has been taken up at an extraordinary speed demonstrating its unique nature, thus it is justified to gauge online networks as a marketing tool among university students (Boyd, 2015).

The purpose of media platforms marketing is to create ideas which can be shared among users on the networking platforms to assist an organization enhance brand publicity and expand client reach (Hendricks & Al-Deen, 2012). Statistics shows that 90% of marketers considered social media as significant to their companies, which is a clear indication that most companies use online platforms for advertisement. In addition, 46% of those using Facebook as a social media marketing tool acknowledged that it was effective in marketing (Stelzner, 2016). Social media can also add value in marketing of electronic resources in higher learning institution. This is due to the fact that currently, most college students are introduced to new form of innovativeness that include social media tools (Browning, Gerlich and Westermann, 2011). Currently college students use electronic

devices such as e-readers computers, and other mobile devices daily to interact in online social platforms. (Cassidy, Griffin, Manolovitz, Shen & Turney, 2011).

Social network sites are used more in interactions, building relationships and connecting socially compared to academic use by students. (Lenhart, Purcell, Smith, & Zickuhr, 2010). Majority of social websites platforms are university students aged between 18-24 also referred to Generation Z (Poellhuber & Anderson, 2011). These digital groups are technologically concerned how organizations are using social networks platforms to succeed in having clients. (Grewal, Roggeveen, & Shankaranarayanan, 2015). According to (Abe & Jordan, 2013), most students with 94% interact and catch up with friends and relatives as early as 2007 using network platforms. Marketers realized the need to satisfy the facilities provided, and current students assume their University will provide the up-to-date technologies to supplement their education (McCabe & Meuter, 2011). This therefore means that coursework that makes use of social website platforms in learning can make learners to be active because it is more interactive.

1.2.1 Context of Study

This study was done to ascertain the most effective ways of using social media platforms in marketing of electronic resources in the library among post graduate students. Social media in this study refers to the set of Web-based broadcast technologies that facilitates communication and sharing across the net. Some of these technologies include YouTube, Facebook, Twitter, Instagram and LinkedIn. The study will consider these technologies and how they are used in marketing electronic resources. Again this study will also look at the strategies used in marketing electronic resources through social media platforms. In this study the challenges encountered in marketing electronic resources will also be examined. The study will be carried out among postgraduate students in United States International University-Africa.

United States International University-Africa is a private university located in Kasarani, Nairobi, Kenya. It has dual accreditation from the Commission for University Education (CUE) and Western Association of Schools and Colleges Commission, an accrediting body recognized by the United States of America department of Education. The university has a capacity of over 5,500 students from 65 nationalities, international students make 15% of the total population. The university has four schools that offer various undergraduate degree, master's degree and doctorate degree programs including

Chandaria School of Business, School of Humanities & Social Sciences, School of Science & Technology and the School of Pharmacy and Health Sciences (USIU-A, 2015).

The University Library and Information center is an ultra-modern facility that gives information resources both in soft and hard copy, to support education in: coaching, learning and research, making it important place of the university. Its primary doings include: acquisition, cataloguing and disseminating information accessible to the university fraternity. The collections mainly focus on the programs offered by the university, such as International Business Administration, International Relations and Journalism. Being fully automated, it also provides a wide range of services to its various users (USIU-A, 2015).

1.3 Statement of the Research Problem

Aula (2010) stated that nearly all educational institutions currently knows that they have to market themselves in a climate of competition. It is amazing that only few universities have truly embraced social media as a way of idealistic life. The students may be on them, but merely a handful of universities are truly engaged. In Kenya, majority of social network users are college students. Among them there are those who write ideas, those who read the posts, those who share the content and a few who have not accepted social sites. Most of the activities in the Universities in Kenya does not evolve around social networks in spite of many benefits the Universities stands to get (Tumbo, 2010).

According to Haytko and Parker (2012), learning and communication has changed with rapid improvement in technology. Social media has gained ground in personal interaction level especially in young age customers although other ages are compliant. Technology has transformed ways in which official learning is conducted with different platforms, applications, and online course contributions. It is agreed that technology exist and widely used (Haytko and Parker 2012).

The growth in use of digital resources has led Kenyan academic libraries to greatly invest in e- resources like electronic books, electronic journals, and research databases, making them accessible through the library web portals. The United States International University library has a broad collection of electronic information resources, yet from the library surveys on usage of e-resources, there are still some electronic information resources such as electronic books, online databases and electronic newspaper, that are

not being fully utilized. Despite the library availing course book online, all the print course book that are also in e-format are all borrowed in the semester. The students also flock the short loan section to borrow newspaper despite its availability in e-format. This shows that students are not utilizing the electronic content availed by the library (USIU-A Library, 2016).

Nevertheless, the questions that remain unanswered by previous publications are whether these social media platforms are effective tools of marketing e-resources and if students and staff think that they are the appropriate tools in a Kenyan University setting. This study therefore aimed at examining the strategies used in marketing electronic resources in the library and establishing the most effective strategy that can overcome challenges that hinder e-resources marketing through social media.

1.4 Aim of the Study

The aim of this study is to establish the most effective ways of using media platforms as an advertising tool for e- resources at the USIU-A library.

1.5 Objectives of the Study

The specific objectives of the study are:

a) To find social networks platforms used to market electronic resources.
b) To evaluate effective strategies used for marketing electronic resources through social media.
c) To establish the challenges of using social media to market electronic resources.

1.6 Research Questions

a) What are the social media platforms used to market e-resources?
b) What are the most effective strategies for marketing electronic resources through social media?
c) What are the challenges and solutions of marketing electronic resources through social media?

1.7 Significance of the Study

The result of this research will definitely increase the use of electronic resources that will improve the academic performance of graduate students at USIU and other universities having same problems.

The conclusion of this study shows areas of weakness in marketing strategies, thus giving information to education stakeholders, administrators and library management on how to improve on the marketing services in the library. This work will also be important other scholars and students planning to carry depth research in relation to this study.

The library management team (University Librarian and section heads) will also benefit from the study in the sense that they will be able to come up with a policy to support marketing of electronic resources using social media.

1.8 Scope of the Study

Scope of the study refers to the things, which are covered in the research. It clearly describes the extent of the content, which has been covered by the research techniques so as to arrive at a more sound conclusions and provide conclusive and acceptable solutions to the research (Admin, 2018). The scope of this study is limited to social marketing of electronic resources in the library. The study examined social marketing through a number of social media tools such as Facebook, YouTube, Instangram and Whatsapp. The electronic resources of the library as conceived in this study include all library material that are in softcopy format such as electronic journals and electronic books.

1.9 Limitations of the Study

The limitations of the study are the features of design or methodology that impacted or influenced the interpretation of the findings from a research Price and Murnan (2004). One of the limitation faced in this study is that the researcher was not in a position to verify the information given by respondents participating in the study. Again, the study was carried out in one institution, it was thus possible for the study to miss on valuable information from students in other universities who are also actively engaged in using social media platforms. Further, the researcher could not establish the accuracy of the data collected since some respondents could unknowingly or knowingly give wrong information. Other respondents could choose to mislead the researcher for malice.

1.10 Assumptions of the Research

The researcher assumed that:
- The graduate students under study were information and computer literate.
- The respondents chosen gave accurate report and honest views regarding the efficiency of social media as used to market electronic resources at USIU-A.

- The researcher assumed the librarians purposely selected have the right information needed for the study.
- The respondents were objective in their responses
- All the respondents have a knowledge of all social media platforms
- Librarians understood marketing concept.

1.11 Definition of Concepts

Electronic resource - this is any information source that is provided by the library in electronic format. This is accessed through a computer that has either an internet connection or not depending on the information source. In this study the electronic resources will include library electronic books together with online journals.

Generation Z - The generation that comes after the Millennials also referred to as Generation I. It is the demographic group following the Millennials between the ages of 18-24 years (Poellhuber & Anderson, 2011).

Marketing-is the skill and method of discovering, generating, and providing value to gratify needs of a target group of clients at a profit. This ensures that all the needs of the targeted clients are met, it gives directions and increase the size of the targeted market and possible profit. This helps in the decision-making process (Kotler Marketing Group, 2012). Marketing in this study will involve the different social media platforms like Facebook to reach out to different user groups.

Postgraduate/Graduate student - A student who studies for an advanced degree after earning a bachelor's degree.

Social media - It is a collection of Internet applications that form the philosophical and technical foundations of network 2.0. This facilitates formation and creation of personal content. The applications consist of blogs, collective projects, social websites, content communities, virtual game worlds and interactive communications (Kaplan & Haenlein, 2010).

1.12 Chapter Summary

This chapter has presented a background of the study on social media as a marketing tool of electronic resources. This chapter has also presented the statement of the problem, the aim of the study, research objective and research questions. Further, the significance of the study has been highlighted and the assumption of the study. Significant concept in the study have also been defined. The next chapter present a review of literature in relation to the study topic while chapter three presents the research design and methodology. Chapter four presents the research data, analysis and interpretation. Chapter five present the summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives an evaluation of the literature in line with the intention of the study, which is to establish the most effective ways of marketing using social network. In addition, the chapter examines various strategies for social media. The literature review involves analysis of writings that are relevant to the subject under study. It highlights a description, summary, and critical assessment of research conducted earlier in the same topic compared to the one carried (Labaree, 2009). The literature review in this study is outlined into themes according to the study objectives, these include: social media, role of website platforms in marketing, advantages and challenges of social communication and the strategies used in marketing electronic resources through social media and also the contribution of the international library organizations contribution in marketing implementation. Lastly, the theoretical framework is provided.

2.2 Social Media Research from a global perspective

Social media comprises of broadcast technologies programs which facilitates communication and sharing across the net (Scott, & Jacka 2011). Universities worldwide have incorporated the use of media platforms for global enrollment of scholars because of stiff competition the government provides inadequate cash to cater for students. To keep up with high competition, social media platforms have come in handy to reach out to a wider number of potential students globally (Choudaha, 2013). When institutions use websites, it reduces on costs of communication over geographic distances and communication channels that enables students to link with the institution. Although institutions need to take charge to avoid losing information due to limited social platforms, institutions need to control the loss of information owing to the unlimited number of social media platforms available. Institutions engage students interested in joining them, they communicate through media platforms and have a deep understanding since the talk is formal (Mungofa & Peter, 2015).

Rennie (2016) carried out a study to examine how Scottish universities engaged their employees, scholars and the public with social network. The results showed, even though the use of public network by various is widely covered, it is not agreed who is allowed to

use them for whatever reasons. This shows that there are no rules to govern use of network platforms in regard to study. It was noted that all the universities depended on the social network to communicate.

The study carried out by Rennie (2016) also found out that in Scotland institutions of higher learning Higher Educational Institutes (HEI) had an authorized page on Facebook and Twitter accounts whose main purpose was to promote the recognized mark. They had close association with social network platforms. The HEI had YouTube though it had limitation of weak link. This means universities don't endorse their communication therefore it is possible to have clips which are not endorsed by the institutions

Grosseck et al. (2011), conducted a study in Romania and the results showed that students believed that Facebook represents an actual learning set up compared to class set up, 57.3% preferred their coursework sent through messages or posted on class group (if any existed). Around 30% of them stated that they prefer to research, create content and submit the assignment via social network platform.70% of the students believed that Facebook is cheap means in imparting knowledge in universities. In this regard therefore, the teacher is required to create an on-line platform because that is where they participate fully. This can be achieved by coming up with methods to enhance, and control creativity and communication with them.

Moran, Seaman and Tinti-Kane (2011) conducted a study that used example of different department in the university in US to understand effects of social platforms in their personal life, areas of expertise and method of teaching sample of teaching faculty in US higher education to determine the influence of social website in their personal, careers and method of teaching abilities. This research showed that despite privacy and integrity being the two most concern issues about faculty usage of interactive platforms, majority of the faculties were using social network in the expertise they were instructing. They noted the difference with 47% of their staff that used social website in their working station, indicating that academics are relatively faster in terms of adapting to these new technologies as compared to the workforce at large.

2.2.1 Research on Social Site in Africa

Several studies have been conducted in Africa in line with the application social networking platforms in institutions of higher learning. An encouraging development,

was the use of both English and Swahili in Facebook, the languages used by most people in Africa. (Mungofa & Peter, 2015).

According to a study conducted by Mungofa and Peter (2015) in Vhembe Further Education Training College, South Africa, the results indicated that students used social media platforms in their numerous study activities with most feedback showing media platforms is broadly used in learning, update of news and notes, internship search and networking in that order. The Study findings showed: most commonly used social media platforms used by the undergraduates were Facebook, WhatsApp, Twitter and YouTube and that they also spent a lot of time on these platforms.

In South African, MXit, a local social platform has been instrumental in advertising the mobile internet. Findings show that there is new principles in learning that has come with the use of social network service.

2.3 Social Media Applications in Academic Libraries

Libraries and information centers have integrated a number of social media applications in their website and users can easily locate and use them accordingly. The following are some of the social media applications that have been embraced and adopted by libraries and information centers (Harinarayana and Raju, 2010; Munatsi, 2010; Makori, 2012):

2.3.1 Really simple syndication (RSS)

RSS (Really Simple Syndication; Rich Site Summary; RDF Site Summary) is a simple lightweight XML format that is used in sharing web site content. It is similar to the traditional library services such as current awareness and selective dissemination of information (SDI). RSS therefore manages information and reduces its overload. Libraries have been using this internet tool to disseminate library news and current alerts.

2.3.2 Podcast and Video Cast

Podcasts are audio files which can be accessed from the internet, downloaded and delivered to a personal computer or in other words they are audios on the web. The recorded outputs can be listened later without requiring other software and downloaded for later use. Podcasts and video casts deliver online services in libraries in delivering library web-based services. Podcasts in libraries are used in study help and information literacy; audiobook collections and collecting and indexing good free podcasts.

2.3.3 Instant Messaging (IM)

IM is a live online chat network that enables two people to communicate over the internet. Chat/IM internet technology is taking over the traditional e-mail and form-based reference services in libraries. IM has not only an interactive feature through text messages, but also offers online resources like photos and videos. IM gives fast online services, users can ask questions through IM and get instant response instead of visiting the library in person. This has made libraries to adopt its use.

2.3.4 Social Networking Sites (SNS)

In today's world social media has caused much excitement. Online communication platforms such as twitter, Myspace, Instagram, Facebook, YouTube and LinkedIn has great influence all over the globe. University libraries have incorporated social media use in their activities for example Facebook browser can be used to search for catalog. The University of Nairobi library has 6,434 followers on its Facebook page, once information is posted on the wall members are able to get instantly. Rice University library web page has created a book social networking site.

2.3.5 Blogs

Blogs are update website where materials are arranged in reverse sequence order and managed by an individual. It is easy to publish the contents and allow other people to share their views. These features have transformed the publishing world. Blogs tends to be the platform to communicate since it gives response which helps to improve library services. Libraries use these channels to pass information and advertise their services. Imperial College of London and Nanyang Technological University have come up with specific subject blogs to meet the interest of the users. John Hopkins university, University of Queensland have created blogs to provide news and library services. Others have effectively used blogs for their online services. The National University of Singapore library is using a blog to communicate news.

2.3.6 Social Bookmarking/Tagging

Social bookmarking is a method for internet users to store, arrange, search and manage bookmarks of web pages on the internet with the help of user-driven metadata (uncontrolled vocabularies) usually known as tagging/label. The positive thing about tagging system is community progress. Users can create their own community with topic of their interest. Keying the word "library" will show items on "library" marked by other

users. Bookmarking social facilities are available at the University social site platform. University libraries at Imperial College of London and University of Michigan allow users to bookmark and share library website.

2.4 Social Media Platforms Used to Market Electronic Resources within the Library.
Kaplan and Haenlein, (2010) define social media as a collection of Internet-based applications that form the ideological and technological foundations of Web 2.0. This facilitates the formation and transfer of user-generated content. The applications include: blogs, collaborative projects, social networking sites, content communities, virtual game worlds and social worlds.

Libraries have been aggressively establishing their existence on their several outlets due to the popularity of social media. A study conducted by Elton B. Stephens Co. (EBSCO) amongst European libraries recommended the main objectives of libraries participation in social media has been positive it has helped in improving library image, improving the and e-reputation, promote specific content offers, build collaborative work, reach new users and publish library news and press releases more often (Harnesk and Salmon, 2010).

There are different   social networks with the ability to market library materials; but library works mostly emphasize mainly on Facebook. Several study especially academic libraries' have focused their discussion on Facebook and its importance in marketing and outreach services (Magazine, 2011; Phillips, 2011).

Even though Facebook has been considered as an effective tool for marketing, video sharing site is also worth trying. PC Magazine (2012) defines a video sharing site to be a website that allows people to upload and share their video clips with their peers or with other people. A good illustration is YouTube. Successful online videos can be marketed through YouTube and other audiovisual sharing platforms (Miller, 2009; Jarboe, 2009). Although, video sharing has not been accepted into the library field.

Colburn and Haines (2012) acknowledged and evaluated library publicity videos on YouTube so that you can comprehend the approaches that libraries are using for advertising reasons through YouTube. They later came up with a set of evidence-based best practices to be used by libraries for marketing. A crucial discovery was: It is important to use online video content in social network sites more frequently, local or

campus communication networks, and social web settings, so that number of viewers can increase by the envisioned users.

2.5 Advantages of Using Social Media

Tyler (2012) identified various benefits and weaknesses of using social network sites: the cost that comes with use of media platforms especially in promotion is relatively low; using social communication platform to market library services reaches a wider audience as compared to traditional ways of marketing and also takes a shorter time to reach the library users; there is more interaction between librarians and library users (both current and potential) especially through chatting; gathering feedback from users and potential users is easier and this ensures that issues are resolved faster; usage of content can be increased by promoting library services via social media; it improves on communication within the library and other departments; it is a good platform for building relationships with other institutions (Draho'ová & Balco, 2017; Tyler, 2012).

2.6 Challenges of Using Social Media

In the Taylor and Francis survey, he rated several challenges facing libraries in the use of social sites, and the greatest obstacle was: time/resource (67% felt this was a challenge); weighing the suitable way to communicate (official v. casual; 64% felt this was a problem), and creating awareness of the library's social online events (61% felt this was an obstacle). Despite the vast opportunities offered by social media, many organizations associate the challenges of social media with its adoption and usage (Bughin et al, 2008).

Problems related to using interactive social sites in libraries include: time and commitment from library staff; requires technological capability; Language barrier can be a problem to librarians to present social media ideas in bilingual or multilingual areas or using an informal language but respected tone; interest of using social media vary hugely among library staffs; a library is supposed to be active in order to keep in contact with library users and attract popularity; it can be hard to keep up with availability of content for library branding for content made available in interactive communication sites. There are laws involved when using online networks such as YouTube to establish collections; Internet connectivity, technological infrastructure and government limitations on the use social sites may hinder access.

2.7 Strategies Used in Marketing Electronic Resources

Singh (2009) defines marketing as the process of planning, pricing, promoting, and distributing services to create an environment that benefits both the library and the needs of the users. This is applied in the library context. Sahu and Mahapatra (2006) state that the distinctive characteristics of information products may demand libraries to come up with new approaches of marketing that are recently defined as information marketing. Due to social, economic and technological changes, Library and Information centers have come to learn that marketing of information products and services is vital in administration. Information overload, the technological advancements and the ever-increasing library costs are accountable for encouraging the library profession to develop a professional marketing approach in carrying out its operations and services.

Marketing approach in libraries has mainly consisted of market segmentation and marketing position. Market segmentation entails identification of one's market, its scope, competitors and the characteristics of one's products/services that satisfies the customers. The most significant concepts of marketing are; divisions, targeting, positioning, needs, demand, gifts, products, value and satisfaction, exchange, transactions, associations and networks, marketing networks, supply chain, competition, the marketing environment, programs. These terms comprise the vocabulary of the marketing profession (Kotler Marketing Group, 2012).

The use of current social media functions must be regarded as a working dynamic process in the organization. It is a plan that requires extensive dedication and close follow up. Social media makes organization to pay attention to the feedback it gives its clients and the market. Attention in the market increases sales, which in turn increases higher revenue and huge returns.

Andzulis et al. (2012) indicates that the alertness of social sites is not the only strategy used in business. Main strategies are related to connection, product/service, customer, and price. Social network certainly has the ability to affect each of these plans in different ways at different times but they are restricted with engagements of the clients.

2.7.1 Relationship Strategy

Most relationships, be it personal or business are built on trust. Social therefore ensures this trust is achieved by giving customers a platform to be heard. Paying attention is

necessary in establishing trust with clients because clients wants attention, understood, valued.

2.7.2 Product/Service Strategy

Through direct interaction between a company and its clients, immediate feedback can be received in terms of complains, compliments based on products and services. From the client's feedback, the company is able to know the market demands, and also improve on its services and products.

2.7.3 The Customer (Communication/Knowledge) Strategy

Previously, a sales person was given duty to educate clients about advantages and limitations of a product, process, service, or plan, but now the sales representative may give additional information on the sales process and reviews from other clients, opponents and specialists who discuss in various network forums.

In the same way organizations such as Johnson and Johnson, came up with educational videos to share through YouTube platforms to their clients are satisfied and get used to their products. The interaction can be strengthened by social network views who shares same experiences.

2.7.4 Price Strategy

Many organizations ranging from commercial banks to corporations always announce and reward their loyal clients have been known for rewarding loyal customers and communicate through social platforms online. Marketing through network platform when done with proper strategies and implementation can boost the organization sales since the company will be able to offer what the clients want from their feedback (Andzulis et al., 2012).

Therefore, companies should pay attention to their clients and their opponents and take advantage of social sites positive impact that will bring in their organization. It is about commitment and establish brand. The organizations should change to new tactics of paying attention of doing business. It does not have to be disruptive to company culture; it can be implemented and made to be fun or exciting as this new channel evolves. Social networks are influential in marketing products to the users. Lately Ford Motor Company engage social network platforms to advertise new arrival of Ford Focus (Andizulis, 2012).

Organizations are requesting fans to follow and like their social media pages thus impacting positively business-to-consumer (B2C) and business-to-business (B2B) commerce. The company management should treat social site management with seriousness it deserves and should not be left on its own with the clients. They should appoint one employee to manage all the activities and mandate him/her to implement strategies of the organization.

Social sites require both commitment and materials with fundamentals and strategy of the organization in order to succeed. It needs to have clear guidelines of how strategies are going to be applied as it gets better with increase of customers. Networking sites are very instrumental in the success of the organization, it comes with many advantages such as flexibility and should be used to steer the firm forward and therefore employees should not feel threatened of social media.

Social networking sites have best way of solving customer problems such as advertising offers to increase purchase. Companies are focused in increasing their sales, and good relationship between them and their clients through media platforms.

2.8 Theoretical Framework

A theoretical framework is a structure in a study that presents a theory /theories that underpinned the research problem. According to Kombo and Tromp (2006) theoretical framework is a pool of related ideas relative to theory. It is used in studies to illustrate the link between the ideas of the research and demonstrates the importance of the theory to the research. The theoretical framework here incorporates two theories, social network theory and social capital theory.

The understanding of the link between social media and social networking site provides a valuable base for understanding the theoretical background that supports the concepts. The review of literature suggests that social media can be described as the actual content that is being exchanged among individuals or groups (Mangold and Faulds, 2009), based on the consideration for the term media. However, others look at the concept beyond the content as a strategy of communication or the way that information is shared with or among an audience (Stelzner, 2009; Hartshorn, 2010). Either social media is considered as the content being exchanged or a way of transmitting information, the concept is enabled by the Internet and requires web-based platform or services (Kaplan and

Haenlein, 2010). These platforms and services are identified as social networking sites (Boyd and Ellison, 2008; Mangold and Faulds, 2009). By definition, social networking sites provide platforms for individuals and groups to meet relate and exchange information in different ways depending on their functionality and design (Boyd and Ellison, 2008). This introduces the principle of social networks on which the concept of social media is based.

2.8.1 Social Capital Theory

Social networks that are well maintained have the potential to develop relationships where actors have a sense of trust and responsibilities toward one another or a common cause. Valenzuela et al. (2009). The benefits and opportunities that emanate from social networks have formed the basis of the social capital theory. Lin (2001) defines social capital as the resources that are created as a result of social interactions. It is the value created for actors in a social network as a result of the relationship and association that exist between or among a network (Putman, 2004). Beyond the social capital that is created from normal interaction in social networks, Valenzuela et al. (2009) suggest that efforts can be made to make conscious investments in relationships to develop social capital. Moreover, the created social capital can be for the advantage of individuals in a network or it can be community oriented (Qureshi, 2011).

The Internet enabled social networking sites have introduced a new paradigm into social networks by the functionalities that they offer to stay connected and be engaged in constant communication at a lower cost (Ellison, Steinfield and Lampe, 2011). Furthermore, the use of social networks platforms remains vital in increasing the size of social networks rapidly compared to offline networks and being able to adequately maintain the network (Hofer and Aubert, 2013).

Based on the social network and the social capital theories, it can be deduced that social media offer much more than an opportunity to find new friends, stay connected to old friends and maintain relationships. The theories suggest that social media can add value to individuals and organizations. Therefore, the use of social networking as part of combined advertising communication or as part the overall marketing strategy can be founded on the ability to generate social capital. It therefore follows that more value can be obtained from the used social media in marketing by considering the social network and the social capital theories.

Kaplan and Haenlein (2010) suggested: when choosing social site for publicizing electronic materials, the target group and the message to be delivered should be considered in order to choose the best medium. The next step requires knowing and understanding the rules of the game, you can decide to create new application or pick the existing application and improve on it. They also emphasized the importance of company's involvement in working on their weaknesses and capitalizing on the strength of their product. The company should fully engage and be at the fore front in developing good relationship with the medium. Adhering and remaining true to the rules of the game is also vital aspect. The company should be ready to accept other employees and identified person who controls user account.

This study however applied the social capital theory since it clearly illustrates the resourcefulness of social media which correlates with the subject of this study which examines functionality of social media in marketing of library electronic resources. The fact that the use of social networks platforms is vital in increasing the size of social networks rapidly compared to offline networks and being able to adequately maintain the network, shows that it stands at a betted position in advancing marketing. Consequently this study argues that libraries can be able to increase the usage of e-resources through social media. This is because the social media is able to enhance the connection between the library and its users. This can therefore market the library materials effectively.

2.8.2 Conceptual Framework

A conceptual framework refers to a connected set of concepts showing how a specific phenomenon works or is linked to its portions. It functions as the foundation for comprehending the fundamental or related arrays of connection across events, concepts, observations, ideas, knowledge, interpretations and other modules of experience (Svinicki, 2010). This study developed a conceptual framework as illustrated in figure 2.1. As illustrated in the framework the independent variables for this study are: social media resources/tools; technology; nature of social media and users' inability to use resources. The intervening variables are: improved technical services; staff training and improved information literacy. Marketing is the dependent variable because without the channel of marketing which is social media and the marketing content which is the electronic resources then marketing cannot take place. The outcome is what is expected

after effective marketing is carried out hence there will be maximum use of electronic resources.

Independent Variable	Intervening Variable	Dependent Variable	Outcome Variable
• social media resources/tools • technology • nature of social media • Users' inability to use resources	• Improved technical services • Staff training • Improved information literacy	Marketing Library's electronic Resources • Electronic Books • Electronic Journals • E-newspaper • Audio visual materials	Maximum use of electronic resources by library users

Figure 2. 1: A self-designed model for use of social media to market electronic resources

2.9 Chapter Summary

This chapter has presented a review of literature in relations to the topic of study. Literature has been presented in line with the major themes of the study that included: social media research; social media application in academic libraries; social media platforms used to market electronic resources in the library, the advantages and challenges of using social media and strategies used in marketing electronic resources. Lastly, this chapter has discussed the theoretical framework of the study.

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the research method that was applied. It explains the research design that was approved. The various procedural matters discussed include: population selection, sampling techniques and frame, size, data collection and methods of analysis that were used to research. This study used a mixed method approach. This approach was suitable for this study because it presented an opportunity equally to quantitative and qualitative data as a means of reconstructing the aspects of the topic, which later was analyzed to make useful recommendations. The researcher used the sample analysis: collecting diverse types of data provides a more comprehensive understanding of the research problem. Rather than using quantitative or qualitative data alone. The study begun with an extensive survey in order to simplify results to population and then in second phase it specified on qualitative, open-ended interviews to collect opinions from participants to assist in explaining the initial quantity survey (Creswell, 2014).

3.2 Research Design

A research design is a plan used in attaining study objectives and respond to research questions (Cooper and Schindler, 2011). It includes the framework of a researcher's plan on how to tackle the research problem. It also agrees the research methods to be selected in determining the information wanted and defines the sampling method, size, quantity and information scrutiny processes (Herther, 2011).

This study adopted a case study design. They are designs of investigation used in many fields, especially in situation where the researcher is required to do a thorough analysis. Often a program, event, activity, process, or one or more individuals. Cases are restricted by time and activity, and researchers collect detailed information using different methods of collecting data over a continuous period of time (Yin, 2009, 2012).

The case study methodology is the most appropriate research method for the purposes of this research. This is so because: a case study method allows in deeper search of the problems; the study aims to establish the most effective ways of using social media as a marketing tool of e- resources. Secondly, this research involved *how* and *why* questions (Yin, 2009). These questions provided reasons as to how libraries market their e-

resources and why their e-resources are not being fully utilized. This helped the researcher to propose a framework that can be adopted to improve on the usage of e-resources. Thirdly, the researcher does not need wide access to, or regulate, the behavioral patterns of the topics. Finally, this study involved an evolving contemporary issue and the research therefore contributed to the existing knowledge base.

3.3 Population

3.3.1Target Population

Cooper and Schindler (2006) described a population as the entire collection of components which will be used as a reference. For this research, the target population included the graduate student population who are presumed to be frequent users of e-resources owing to their research work. There are 1759 graduate students in USIU-A in all the university schools. The library staff too comprised the target population since they are in charge of providing the e-resources. It makes them appropriate participants of this study as they have the suitable information that the study intends to evaluate. There is a total of 30 library staff in USIU-A library.

3.3.2 Sampling Design

The sample design illustrates how the study sample is arrived at after drawing the sample frame and carrying out an appropriate sampling to get the representation sample for the study.

3.3.2.1 Sampling Frame

According to Coopers and Schindler (2011), sampling frame is made from list of components from which the sample is drawn. It is a full list with appropriate people only. In this study, the sampling frame encompassed a representation of all the graduate students in different schools at USIU-A, adding to 1759 according to the list of students registered for graduate programs (USIU, 2017). This ensured that the sampling frame was up-to-date, comprehensive and significant for the attainment of study objectives. The study sampled a section of librarians from different departments in the library comprising of 10 members. The sampling frame consisted of both male and female students and staff.

3.3.2.2 Sampling Techniques

In this research, purposive non-probability sampling was used. In this method information with rich units and cases are carefully picked out for thorough study so that best results

can be obtained. The sampling method was appropriate for the research because the population which was used for trial was suitable and available at low-cost.

Neuman (2000), suggested purposive sampling method enables the researcher to attain objective of the study since he/she uses interviewees. Therefore, to meet the study objectives, the researcher evaluates suitability and features of the population carrying out the interview in line with the objective of the study and picks interviewees with crucial information that will satisfy the purpose of the research.

The study adopted stratified random sampling technique. Stratified sampling technique allowed the researcher to separate the population into several mutually exclusive homogenous strata of different categories. This gave each unit in the population an opportunity to be selected in the sample thus increasing the statistical efficiency, it also facilitated the use of various research methods. In this case, the population was divided into strata i.e. graduate students in the following schools: Chandaria School of Business, School of Science and Technology, school of humanities and social sciences and School of Pharmacy and Health Sciences

3.3.2.3 Sample Size

Chisenga (2006) defines sample size as the figure of components used to signify the entire population. The selection should be done cautiously to be used to represent the population. A sample size used can be concluded as the suitable size to use to signify the total target population numerically. According to Creswell (2014) random sampling entails choosing a random start in a list and selecting every x numbered people on the list i.e. one out of every 20th person in this case. From a total population of 1759, picking every 20th member from the list amounted to 88 students as the target population. To attain the least population sample for this study, the researcher used stratified random sampling as a technique using Yamane's formula (1967) as follows:

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

n = sample size

N = population size

e = margin error

According to Hussey and Hussey (1997) no survey can give 100 % guarantee free from error. Less than 5% error limit is acceptable and confidence levels of higher than 95% is regarded satisfactory. At a confidence level of 5% the margin error would be 0.05 hence the sample population would be computed as follows:

$$n = \frac{88}{1 + 88\,(0.05)^2}$$

$$= 72$$

A model size of 72 respondents was used from a total of 88 graduate students though stratified sampling together with 10 library staff who were selected through purposive sampling from a total of 30 library staff. Therefore, the total population of this study was 82 respondents. The student sample was then proportionally allocated across the different schools in the university.

Table 3.1: Sampling Frame

School	Target Population	Sample Size
Chandaria School of Business	35	29
School of Science and Technology	25	20
school of humanities and social sciences	20	16
School of Pharmacy and Health Sciences	8	7
Total	**88**	**72**

Source, (USIU, 2017)

3.4 Data Collection Methods

According to Christensen et.al (2014:70), data collection is whereby the researcher gets the observed data which will be used to fill the research questions. The major approaches used in collecting data include: tests, administering surveys forms, carrying out interviews, focus groups, observations, and use of existing information. This research applied the use of questionnaires and interviews.

3.5 Research Instruments

Research instruments refers to the data collection tools used in research that helps the research collect information from the respondents. This study used two tools to collect data from respondents. These tools include, questionnaires and interview schedule.

3.5.1 Questionnaires

Questionnaires helps in simplifying the process of analyzing data collected. The questionnaires used had both closed and open-ended questions. Closed ended questions ensured that the respondents remained within specific groups in their answers s while open-ended questions provided room for bringing different thoughts.

3.5.2 Interview Calendars

Christensen et al. (2014:72) states that there are two ways in which interviews can be carried out: one on one and over the phones. Interviews can also take place the same time when interacting or interaction can occur then interview at a different time.

Library staff were the main target of the interview since they provide service. The researcher planned specific time depending on the availability of the respondents who participated on the interviews.

3.6 Research Procedures

The questionnaires were administered to the students in various classes and library staff at their working station. The distribution of the questionnaires was scheduled as a one-week activity. Interviews were also conducted by the researcher as guided by the interview schedules.

3.7 Pilot Study

Moxham (2012) identifies a pilot study as a mini test version of the main study that is used to measure the competence and application of the main research. It is used to examine the appropriateness in order to make changes if there is need before the actual research. The pilot study for the research was performed on 10 respondents who were randomly selected from Daystar University, which is a private university in Kenya just like USIU-A. The results of the pilot study were then used to review the questionnaire. There was presence of ambiguous words that were removed and confusing questions that were also restructured to bring clarity.

3.8 Data Analysis

In this study, the raw data was reviewed to check for any errors and omissions. Data was then coded into the (SPSS v21 for Windows) software for analysis and grouping the data into sections and groups based on the terms used by the respondents. The information was evaluated in order to get design of analyzing. One method of analyzing the data was using narratives to describe the theme. Descriptive statistics was used to analyze descriptive data. The data collected was computed in frequencies and percentage in order to draw meaningful results and draw inferences on the data. The results were presented in figures and tables.

3.9 Validity

Validity is used to determine the intention and how honest the results of the study are (Creswell, 2009). The research tools should give the same results. This study used content validity that evaluates the extent that data which has been collected using a given instrument represent a particular area or content of an actual concept. The study established this validity through an experimental research that was carried out before the actual study. Further, the researcher looked for professional opinion on the questionnaire, the questionnaire was presented to an expert to review it and offer their opinion and suggestions for enhancing the questionnaire. The questionnaire was then revised according to the experts' opinion and the concerns that arose from the pilot study.

3.10 Reliability

Results are consistent over time even when the same study is repeated to this extent. At this point the research instrument is considered reliable. Reliability from questionnaire was accomplished by confirming consistency and regularity in asking questions across time. Further, the reliability was enhanced by standardizing the circumstances in which the measurement was done (Kothari, 2004). The study also employed test-retest reliability; to measure this, similar questionnaires were administered twice in two distinct points in time. This helped in testing the consistency of the respondents' response test across time. The researcher also shunned from incorrect coding and unclear guidelines to the participants.

3.11 Ethical Considerations

The researcher remained ethical while carrying out the study, the respondent identity and privacy were protected through the use of numbers or pseudo names. The study

participants were recruited on a voluntarily basis while their responses were kept confidential. In carrying out the study the researcher also sought formal approval by obtaining an introductory letter from the University of Nairobi for carrying out the research. The research also avoided plagiarizing other scholarly work and ensured originality of her study.

3.12 Chapter Summary

This chapter gives the research method that was used to carry out the study. The research plan used was a case study design; the sample size used reflected the entire population and comprised of 1759 graduate students from different schools and 30 library staff. The data collection method involved primary data collections. Data analysis methods entailed quantitative technique in which the data was analyzed in quantitative form. Qualitative data collected through interview was analyzed narrative technique.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter gives the data analysis and results from the study. This study distributed a total of 72 questionnaires to library users, 65 questionnaires were completed and returned. It translated to a response rate of 90%. Which was considered a positive response. This study also carried out a total of ten (10) interviews with section head librarians in the library. Data for the two categories of respondents (library users and head librarians) were analysed separately, and it is represented in the next sections. Quantitative data was analysed quantitatively through frequency and percentage distribution. Qualitative data that included interview response were analysed through thematic analysis.

4.2 Background Information

This study examined the background information of the respondents in order to establish their characteristics. The information sought here is presented in the next section starting with the library users' background information.

4.2.1 Library Users

The library users were the students in the graduate schools who presumed to be actively using the library for their study. This section here presents findings on the information gathered on their background.

4.2.1.1 Educational Background

The study examined the education background of the respondents, 94% of the respondents were Masters' students and only 6% were PhD students. This implies most of the respondents were Masters' students then they have adequate knowledge to respond to this questionnaire. The findings are as shown in Figure 4.1.
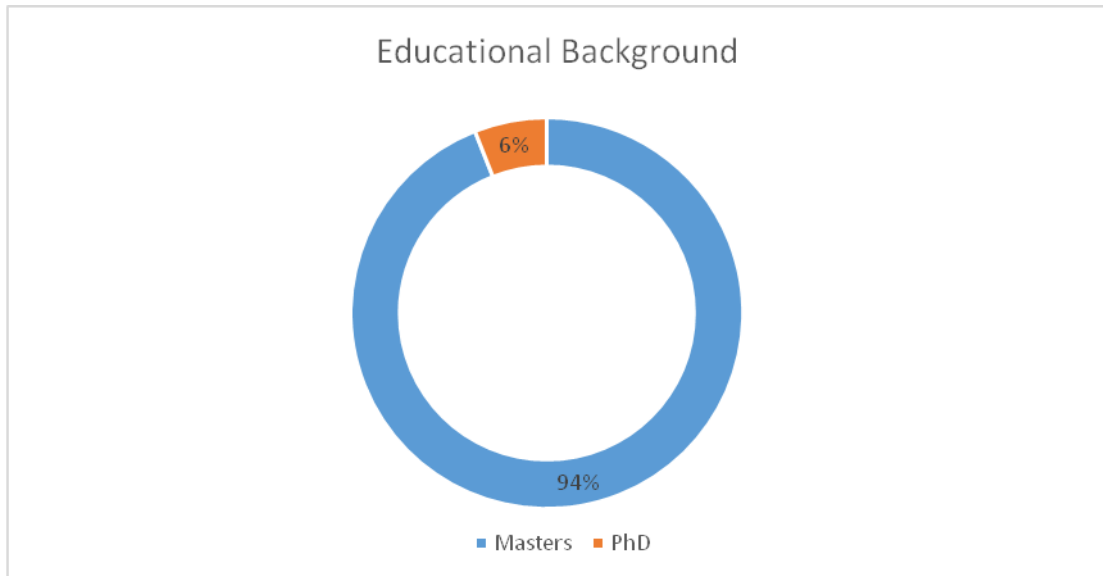
Figure 4.1: Educational Background

4.2.1.2 Age

This study also examined the years of the participants. 62% of respondents were aged between 25 to 34 years, 29% were aged below 25 years, 6% were aged between 35 to 44 years and lastly 3% were aged between 45 to 54 years. This shows that all age groups were represented in the study, even though most of the respondents were in their youthful age. This means that the study was able to capture opinion of different age groups. The findings are as illustrated in Figure 4.2.
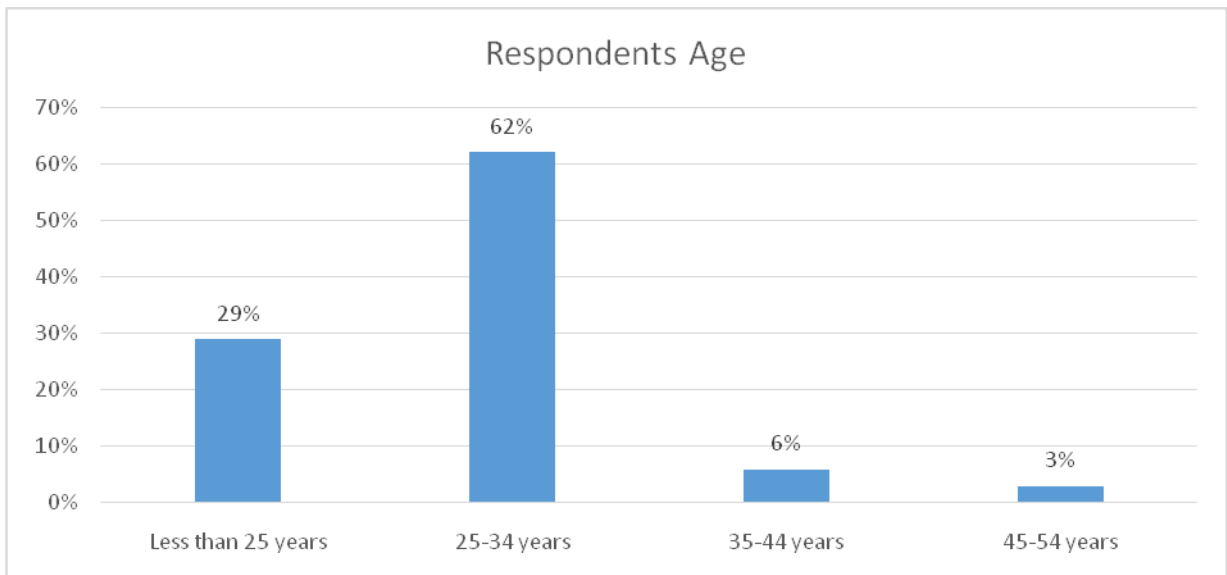
Figure 4.2: Age

4.2.2 Background Information of Librarians

This section gives findings on the background information of the librarians that participated in the study. This will help the study to establish their work experience and academic qualification so that their appropriateness to respond to the questionnaire can be ascertained. It will also help establish the gender balance in the respondents.

4.2.2.1 Gender

This study aimed at establishing the gender of the participants who were librarians, 70% of the librarian were male whereas 30% were female. This displays male librarians than female librarians in the library. This means that this study was able to capture the views of both genders. The results are as shown in Figure 4.3.
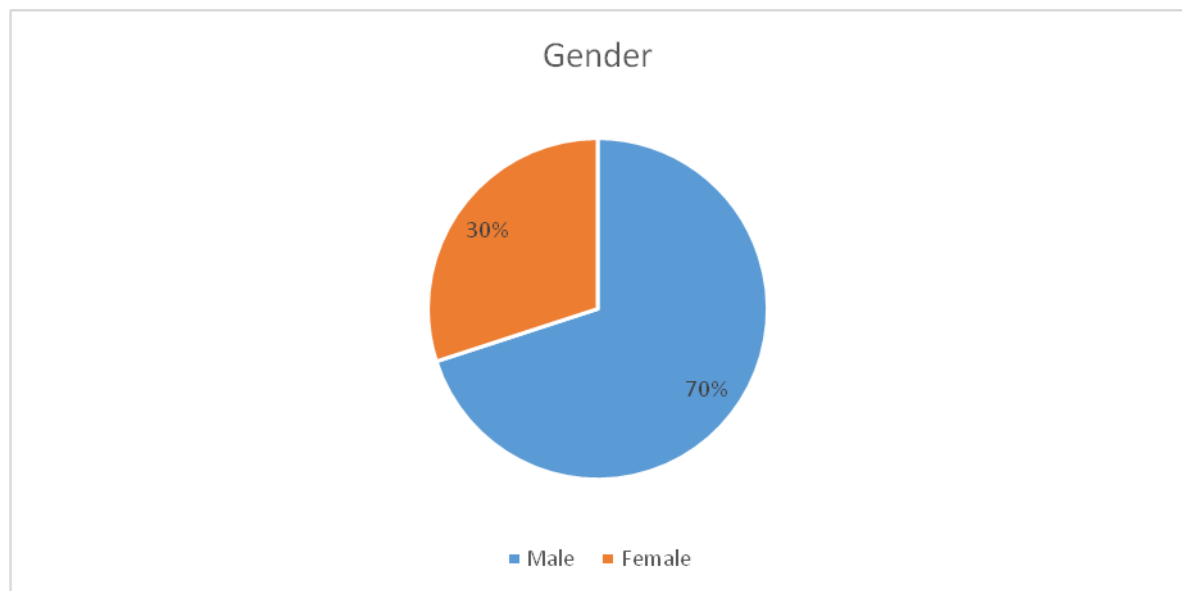
Figure 4.3: Gender   **Field Data, (2017)**

4.2.2.2 Academic Qualification

The study again examined the highest academic qualifications of the librarians, 90% had master's degree 10% had bachelor's degree and none had a doctorate degree. This shows that most librarians had enhanced their education up to Master's degree. The findings are shown in Figure 4.4.
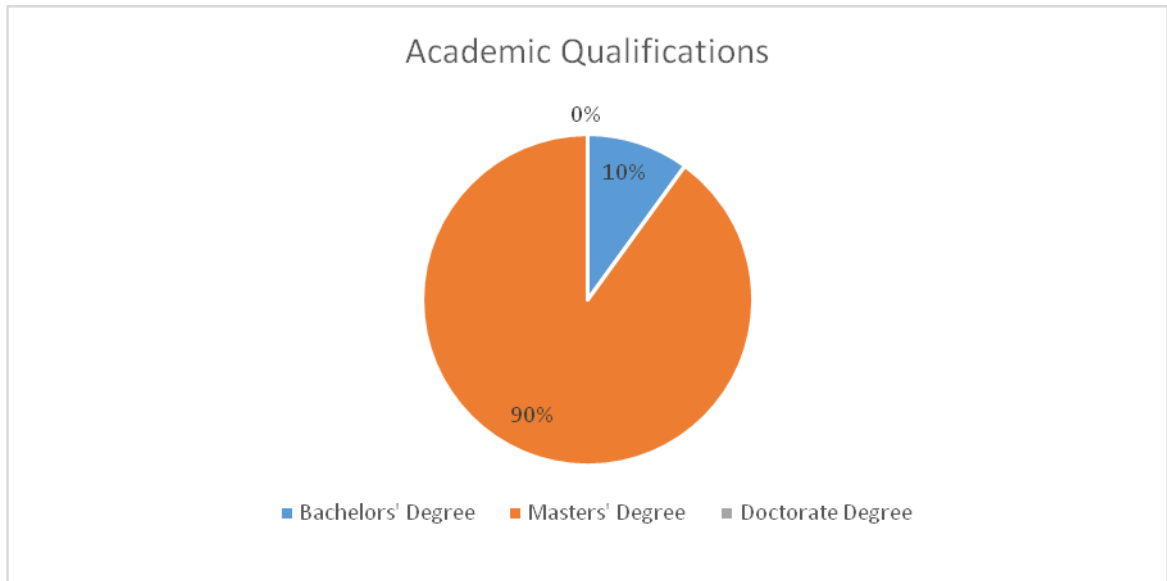
Figure 4. 4: Academic Qualifications   **Field Data, (2017)**

4.2.2.3 Period worked in the institution

The study intends to find how long the librarians had been working in the USIU-A library. According to the results shown in figure 4.5, 20% had worked in the library for 0 - 4 years, 50% had worked in the library for 5 - 9 years, 20% had worked in the library for 10 - 14 years, 10% had worked in the library for 15 - 19 years while none had worked in the library for more than 20 years. Majority of the respondents have worked for 5 - 10 years in USIU-A library. This means that librarians had enough experience working in USIU-A library and they were in a position to respond to this interview correctly.
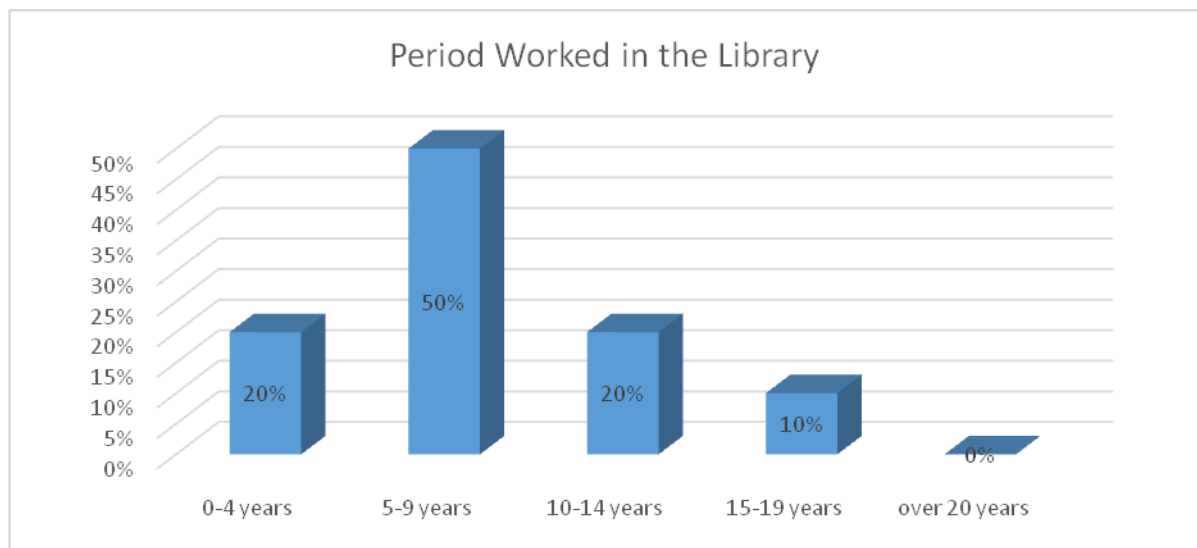
Figure 4.5: Period Worked in the Library   **Field Data, (2017)**

4.3 Use of Social Media Tools

This study investigated the use of social media in order to establish the most popular platform that can be used for marketing to reach a great number of students. This research wanted to find how frequent library handlers interacted with social site tools that could be used for marketing of electronic resources in the library. Results showed that 94% of the respondents interacted regularly (weekly) with social media tools, 3% interacted with social media tools occasionally (twice a month) and still yet 3% interacted with the social media tools on a need only basis. This shows that majority of the respondents were regular users of social media tools. These conclusions agree with Mensah and Nizam, (2016) who observed that social media use among university students is very high. The results are below in figure 4.6.
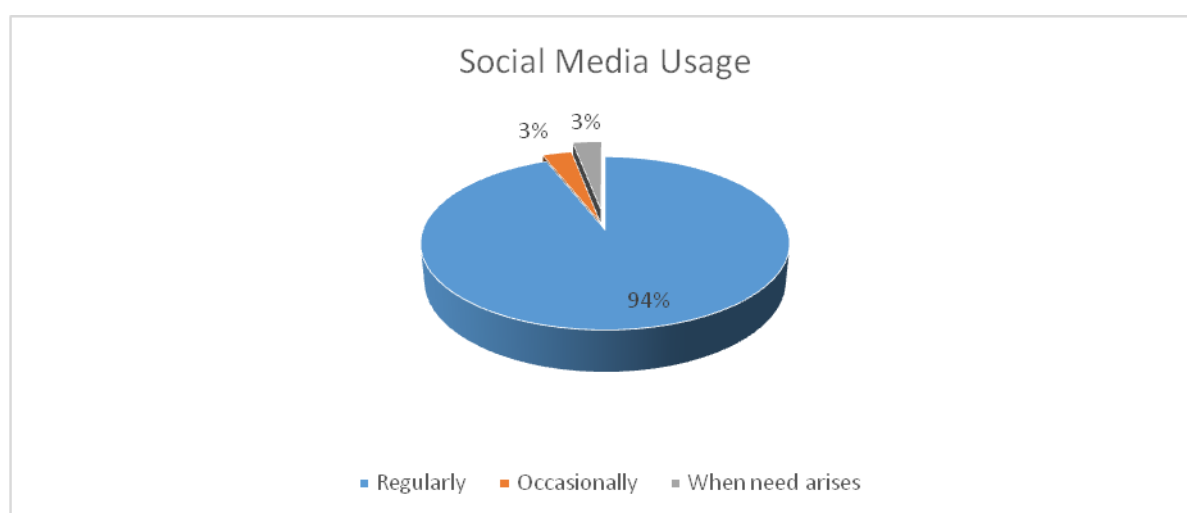
Figure 4. 6: Social Media Usage

4.4 Use of Social Network to Market Electronic Resources

This study found specific media tools that have been vital in promoting digital materials in the library. Respondents were directed to show the social website that have been used in creating awareness in the library. According to the findings as shown in Figure 4.7, 75% of the respondents indicated that Facebook has been used to inform about electronic resources while 25% disagreed. On whether blogs were used to advertise electronic resources to users, 44% agreed that blogs were used to market electronic resources and 56% disagreed. Again 44% agreed that Twitter was important to advertise electronic information in sensitizing the users about digital information while 56% disagreed. Those who said that WhatsApp was key in sensitizing the users about digital information were 35% while 65% disagreed.

31

Results also showed that 74% of the respondents agreed that YouTube was used to market library electronic resources while 26% disagreed. Further, 53% of the respondents said that LinkedIn was used to market electronic resources to them while 47% did not agree to this. Lastly, findings showed that only 29% of the respondents indicated that Google+ was used to market electronic resources to them and 81% disagreed. These findings showed; social communication sites were important tools in marketing electronic resources in libraries. These observations are similar to Islam, and Habiba, (2015) observation that showed that most libraries have taken up social media for marketing library services and products. Again, findings here showed that Facebook was the most popular tool used by the library to market electronic resources and YouTube and LinkedIn were the second and third most popular tools respectively. This can also be explained by the fact that most libraries have created library pages in Facebook that promote library services. In promoting library activities Google+ is the least used network site. This is in line with Islam, and Habiba, (2015) who demonstrated that majority of libraries employee use Facebook and LinkedIn in marketing library and information services. Similarly, Taylor & Francis, (2014) predicted that there will be rise in use of image-based social sites such as YouTube.

Figure 4.7: Use of social Network Platforms to Marketing Electronic Resources

4.5 Use of Social Media Platforms

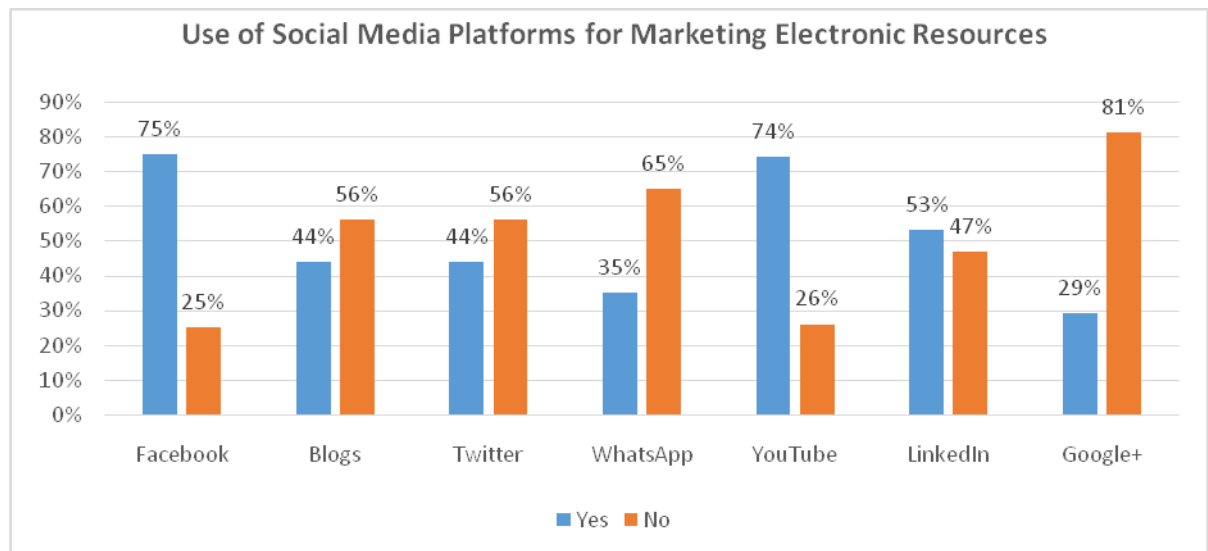This study also sought to find out how often users used social media platforms. The findings as shown in Table 4.1, showed that 23.1% of the respondents used Facebook on a very frequent basis and similarly 23.1% also used Facebook on a frequent basis. Again,

15.4% used Facebook occasionally while 9.2% used Facebook on a rare basis and a further 29.2% used Facebook on a very rare basis. Results also showed that 10.8% of the respondents used blogs on a very frequent basis while 15.4% used blogs on a frequent basis. Further, 18.5% used blogs occasionally, similarly 18.5% used blogs on a rare occasion while 36.9% used blogs very rarely. On twitter usage, 3.1% used twitter very frequently while 13.9% used twitter frequently. Additionally, 30.8% used twitter occasionally and 13.9% used twitter rarely while 38.5% used twitter very rarely.

WhatsApp was very frequently used by 44.6%, and 27.7% used it frequently. In addition, 3.1% used WhatsApp occasionally while 24.6% used it very rarely. On the usage of YouTube, 44.6% used YouTube on a very frequent basis while 21.5% used YouTube on a frequent basis, 15.4 used YouTube occasionally, 3.1 on a rare basis and 15.4 on a very rarely basis. Further, LinkedIn was very frequently used by 13.9% of the respondents and 32.3% used it on a frequent basis. Another, 16.9% used LinkedIn occasionally while 4.6% used LinkedIn rarely and 32.3% used LinkedIn very rarely. Lastly, results showed 18.5% of the respondents used Google+ very frequently, similarly 18.5% also used Google+ frequently while another 18.5% also used Google+ occasionally. In addition, 12.3% used Google+ rarely and 33.3% used it very rarely.

These findings showed that WhatsApp and Facebook were the most frequently used social media platform, this is due to the fact that WhatsApp offers the cheapest way for communications through free instant text message over the internet. While Facebook is the most used interactive media that connects friends all across the world. These findings correlate with other researchers who argued that Facebook is the most popular social networking tool (Rainie, Smith, & Duggan, 2013; Williams & Merten, 2008; Sponcil & Gitimu, 2007). Al-Mothana (2017) also did a study on university students' use of WhatsApp and found out that it was commonly used among university students. On the other hand, Issa, (2016) observed that use of WhatsApp among university students was inevitable. According to the findings here Twitter is rated as one of the less popular platforms, this is in contrary to the observation made by Taylor & Francis, (2014) survey that show Twitter to be the most popular platform along with Facebook. Aduko, and Dadzie, (2013) findings also showed that Facebook and Twitter are the most popular platforms among university students in Ghana.

Table 4.1: Use of Social Media Platforms

		Very Frequently	Frequently	Occasionally	Rarely	Very Rarely	Total
Facebook	Frequency	15	15	10	6	19	**65**
	Percentage	**23.1%**	**23.1%**	**15.4%**	**9.2%**	**29.2%**	**100%**
Blogs	Frequency	7	10	12	12	24	**65**
	Percentage	**10.8%**	**15.4%**	**18.5%**	**18.5%**	**36.9%**	**100%**
Twitter	Frequency	2	9	20	9	25	**65**
	Percentage	**3.1%**	**13.9%**	**30.8%**	**13.9%**	**38.5%**	**100%**
WhatsApp	Frequency	**29**	18	2	0	16	**65**
	Percentage	**44.6%**	**27.7%**	**3.1%**	**0.0%**	**24.6%**	**100%**
YouTube	Frequency	29	14	10	2	10	**65**
	Percentage	**44.6%**	**21.5%**	**15.4%**	**3.1%**	**15.4%**	**100%**
LinkedIn	Frequency	9	21	11	3	21	**65**
	Percentage	**13.9%**	**32.3%**	**16.9%**	**4.6%**	**32.3%**	**100%**
Google+	Frequency	12	12	12	8	21	**65**
	Percentage	**18.5%**	**18.5%**	**18.5%**	**12.3%**	**32.3%**	**100%**

4.6 Effectiveness of Social Media Platforms in Accessing E-Resources

This study also sought out to establish the effectiveness of the social media platforms in marketing electronic resources in the library. The respondents were asked to indicate how effective the social media platforms had helped them in accessing electronic resources in the library. The respondents were asked to indicate their response on a scale of 1 - 4 where 1= To a Great Extent; 2= somewhat; 3= Very little and 4= Not at All.

The findings of the study as shown in Table 4.2, showed that 33.8% of the respondents indicated that Facebook was effective to a great extent, 13.8% said it was somewhat effective, 32.3% indicated that it had very little effect and 20.0% said that it had no effect at all in enabling them acquire electronic resources in the library. Further, 13.8% of the respondents indicated that blogs were effective to a great extent, 32.3% said it was somewhat effective, 36.9% indicated that it had very little effect while 16.9% indicated

34

that it had no effect at all in accessing electronic resources in the library. On the effectiveness of Twitter, 15.4% showed that twitter was to a great extent effective, 18.5% showed that Twitter was somewhat effective, 44.6% showed that Twitter had very little effect and again 21.5% showed that Twitter had no effect at all in electronic resource access.

In addition, 18.5% of the respondents indicated that WhatsApp was to a great extent effective, 29.2% indicated it was somewhat effective, 33.9% indicated that it had very little effect and 18.5% felt it was not effective at all in accessing electronic resources in the library. Findings again showed that YouTube was indicated by 49.2% to be effective to a great extent, 32.3% indicated it was somewhat effective, 6.2% indicated it had very little effect and still 12.3% felt it had not effect at all in accessing electronic resources in the library. LinkedIn was shown to be effective to a great extent by only 7.7%, while 29.2% felt it was somewhat effective, 41.5% felt it had a very little effect and 21.5% felt it had no effect at all in accessing electronic resources in the library. Google+ was viewed to be effective to a great extent by 24.6% of the respondents, 21.5% viewed it to be somewhat effective, also 21.5% view it to have very little effect while 32.3% viewed it to have no effect at all.

These findings show that getting electronic resources in libraries using social network tools has been helpful. This is in line with the findings of Akporhonor and Olsie, (2015) who found out that use of social interactive platforms increases the usage of the library resources. The findings also correlate with Taylor & Francis, (2014) who found out that majority of the social media platforms were rated effective in being used to improve discoverability of library resources. Taylor & Francis, (2014) also observed that social media tools usage in library marketing are effective in the sense that, they have led to increased borrowing and higher user engagement. On the other hand, Jones, and Harvey, (2016) were contrary to these findings. They carried out a study to examine the effectiveness of social media as a marketing tool for libraries in academic institutions. According to their finding's libraries are finding it hard to create interest in students in library social media doings.

Table 4.2: Effectiveness of Social Media Platforms in E-Resources Access in the Library

		To a Great Extent	Somewhat	Very little	Not at All	Total
Facebook	Frequency	22	9	21	13	**65**
	Percentage	**33.8%**	**13.8%**	**32.3%**	**20.0%**	**100%**
Blogs	Frequency	9	21	24	11	**65**
	Percentage	**13.8%**	**32.3%**	**36.9%**	**16.9%**	**100%**
Twitter	Frequency	10	12	29	14	**65**
	Percentage	**15.4%**	**18.5%**	**44.6%**	**21.5%**	**100%**
WhatsApp	Frequency	12	19	22	12	**65**
	Percentage	**18.5%**	**29.2%**	**33.9%**	**18.5%**	**100%**
YouTube	Frequency	32	21	4	8	**65**
	Percentage	**49.2%**	**32.3%**	**6.2%**	**12.3%**	**100%**
LinkedIn	Frequency	5	19	27	14	**65**
	Percentage	**7.7%**	**29.2%**	**41.5%**	**21.5%**	**100%**
Google+	Frequency	16	14	14	21	**65**
	Percentage	**24.6%**	**21.5%**	**21.5%**	**32.3%**	**100%**

4.7 Social Media Marketing Strategies of Electronic Resources

The study was required to know to know libraries strategies to market electronic resources to users. Respondents were requested to indicate the website that notified them regarding electronic materials and other activities in the library. According to the findings as shown in Table 4.8, 26% of the respondents acknowledged that the library had reached them through direct messages to their social media accounts, 74% did not receive direct messages to their social media accounts. It was also revealed that 15% of the respondents received communication from the library through direct posting to their timeline, 85% did not receive direct posting in their timeline from the library.

Results also showed that 35% of the respondents got inbox alerts on newly acquired resources, 65% did not get inbox alerts on newly acquired resources. News updates on

users social media timeline of new development in the library was only received by 47% while 53% did not receive this. Online discussion on library matters initiated by the library was only acknowledged by 23% of the respondents while 77% did acknowledge this to have gotten to them. These findings showed that the library carries out marketing of electronic resources through posting news updates about new developments in the library. This is able to be seen on users' timeline. They also send direct messages and inbox alerts on newly acquired resources, while they also carry out online discussion and directly post messages to users' timelines. These findings resonate with Alkindi, and Nasser (2013) who observed that social media platforms can be used by librarians as a place to offer news, information, links to suggested online resources, entertainment, research advices, book discussions and communication.
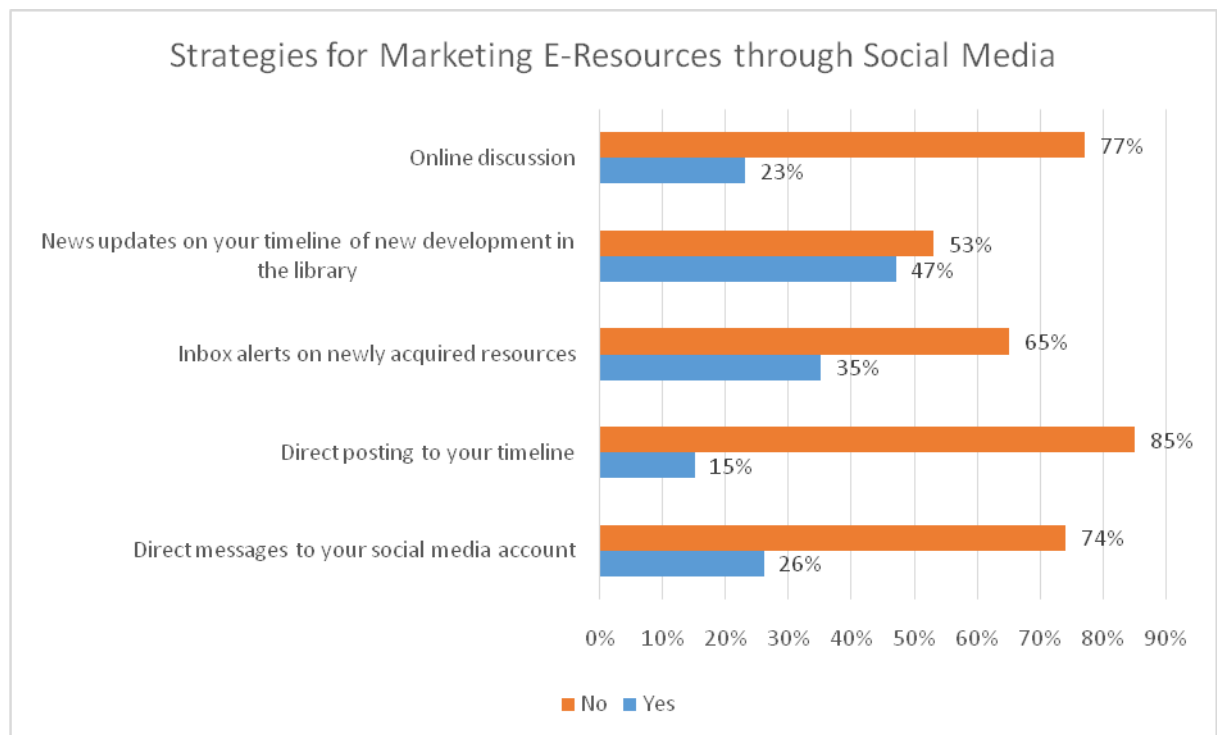
Figure 4.8: Social Media Marketing Strategies of Electronic Resources

This study further carried out an interview with section heads of different departments in the library to identify some of the strategies they use in marketing electronic resources. The responses received showed that some of the strategies include, uploading competition with incentives in online social media platforms. Through these competitions, they raise awareness of materials available online and increase their availability Librarians also said that they use social media platforms to provide a step-by-step guide on how to get materials electronically in libraries. Another strategy that librarians informed the study

was the upload of links to electronic resources directly to users' social media accounts. This is one of the best ways since users with a single click can be re-directed to the electronic resources database and be able to access them. Creating a library page in social media platforms was one strategy, through the library page the library can interact with users in the social media and get an opportunity to sensitize them on electronic resources. Another strategy employed by the library is recruiting a team of young students' ambassadors who go out to sensitize the rest of the students on the library social media presence in different platforms. This makes it possible for the library to have a wider reach on social media platforms.

4.8 Challenges for Marketing Electronic Resources through Social Media

Social media marketing is not without some challenges, this study sought to establish some of the challenges that librarians face in carrying out marketing through social media. Interviews were carried out on head librarians in relevant library department, the interviewees were asked about the challenges they experienced in marketing the electronic resources. It was identified that marketing through social media may fail to be effective due to the social media noise that may turn away the users away from the post with the marketing message. Financial constraints were also identified to be a concern for derailing social media marketing. According to one Liaison-librarian who is mandated with linking the librarian with the faculty members, high costs of sponsoring online posts is limiting to social media marketing. This finding resonates with Amina, and Nwanne, (2015) findings that identified lack of funds as one of the challenges faced by librarians in using social network platforms to market electronic resources. Another challenge identified is the usage of library page in social platform as personal and private accounts by librarians and thus the account fails to fulfil its purpose.

Further, social media marketing may not always be receptive to the audience, users may easily ignore the marketing message being passed across. Again, social media marketing especially to an older generation is a challenge because, information from social site platforms are perceived to be less serious and thus they dismiss any message being passed across in social media platforms. Interactive media publicizing is difficult to carry out. According to one reference librarian, social media marketing requires prior planning and involvement of a larger community. These findings are in agreement with Amina and Nwanne, (2015) who identified lack of awareness of the community as one of the

challenges facing library marketing through social media platforms. Other challenges of library marketing through social media platforms commonly identified among library scholar include, low level of technology penetration and network problem, privacy concern, lack of knowledge and unreliable power supply (Amina & Nwanne, 2015; Akporhonor, & Olsie, 2015; Ahmad, & Bhatti, 2012; Aduko & Dadzie, 2013).

Librarians interviewed were asked to propose a possible solution to some of the challenges of social media marketing of electronic resources. Identified solutions included, appropriate planning for social media marketing. One librarian proposed for a special committee to be constituted to spearhead social media marketing. Further, it was proposed that the library should arrange for more user awareness sessions. This resonates with the findings of Ahmad, and Bhatti, (2012) that observed that, it was recommended that sufficient knowledge on various computer applications should be mandatory. Another librarian proposed for the inclusion of a social media marketing budget in the library budget that would help cater for such costs as sponsoring online posts. This is in line with Amina, and Nwanne, (2015) who suggested that adequate funds should be provided by parent institutions to a custom with media platforms to market electronic resources.

In addition, it was suggested; the library should develop a social media policy that would govern the operations and running of social media accounts of the library. This resonates with Aduko, and Dadzie, (2013) study that recommended for the formulation of social media policy that will clarify to librarians on their duties in social media use. It was further suggested that the library curriculum should introduce social media marketing training to train librarians on how to manage library social media accounts. This is in agreement with Ahmad, and Bhatti, (2012) in their findings that observed that librarians should be trained on social media usage.

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This part is organized into various sections, it summarizes the results in relation to the objectives. The chapter also provides conclusions based on the study findings and recommendations made thereafter. Also, this chapter offers suggestion for further studies.

5.2 Summary of the Findings

The part summarizes main results in line with purpose of the research.

5.2.1 Use of Social Media Tools

This study assessed the different types of social media platforms used to market e-resources in the library. From the results, most of the interviewee which (94%) interacted with social media platforms on a regular basis while only 3% used it on a need only basis. In addition, results showed that 75% of the respondents agreed that Facebook was used to market e-resources of the library, while 25% disagreed. Face book was the most popular platform of all the social media platforms as indicated by the results. It has also been agreed by most of the respondents that Facebook was used in marketing of electronic resources in the library.

5.2.2 Efficiency of Social Networking Serving in Publicizing E-Resources

This study also establishes success of network platforms when advertising electronic information in the library. Results showed, 33.8% from the interviewed population indicated that Facebook was effective to a great extent, 13.8% said it was somewhat effective, 32.3% indicated that it had very little effect and 20.0% said that it had no effect at all in enabling them acquire electronic resources in the library. Findings again showed that YouTube was indicated by 49.2% to be effective to a great extent, 32.3% indicated it was somewhat effective, 6.2% indicated it had very little effect and still 12.3% felt it had no effect at all in accessing electronic resources in the library. From the findings YouTube has been recognized by the respondents as the most effective platform for marketing of electronic resources. This can be explained by the fact that YouTube involves video posing which is an effective way of communication.

5.2.3 Social Media Marketing Strategies of Electronic Resources

The research wanted to know strategies used in libraries to market electronic resources to users. Results showed that only 26% of the library users acknowledged to have received direct message to their social media accounts from the library. Again, only 15% of the users received communication from the library through direct posting to their timeline. In addition, 35% of the users got inbox alerts on newly acquired resources of the library. On the other hand, news updates on user's social media timeline of new development in the library was only received by 47% of the users. Further, online discussion on library matters initiated by the library was only acknowledged across 23% of the users. It is shown that the most used strategy by the library for marketing through social media platforms was posting updates on users' social media timelines. According to the interviewed librarians the strategies used to market electronic resources through social media platforms include, creating online competition with incentives, providing an online step-by-step guide on how to access the electronic resources, uploading of links to electronic resources directly to users' social media accounts, creating library page in social media platforms and lastly recruiting a team of young students ambassadors who go out to sensitize the rest of the students on the library social media presence in different platforms.

5.3.4 Challenges of Marketing Electronic Resources through Social Media

The librarians interviewed identified a number of challenges that are encountered in marketing electronic resources through social media platforms. These include, social media noise may turn away the users away from the post with the marketing message; financial constraints whereby the costs of sponsoring online posts is high; usage of library page in social platform as personal and private accounts by librarians; social media marketing may not always be receptive to the audience it may be easily ignored by users; social media platforms are to some extent perceived to be less serious and thus they dismiss any message being passed across in social media platforms and a lot of planning and resources are required for social media marketing activities. The librarians suggested some measures to enhance social media marketing, as follows: appropriate planning for social media marketing; special committee be formed to undertake social media marketing; library should arrange for more user awareness sessions; the library should set a budget for social media marketing; the library should develop a social media policy and

lastly, curriculum should be introduce on social media marketing training to train librarians on how to manage library social media accounts for marketing practices.

5.3 Conclusion

5.3.1Social Networks Uses

Conclusions from the research indicates that most of library users interact with social media platforms on a regular basis. Most popular interactive media platforms among the library users are WhatsApp and Facebook. Facebook is widely recognized as the social media platform that is used for marketing electronic resources in the library.

5.3.2 Effectiveness of Social Media Platforms in marketing E-Resources.

This study concludes that social networking platforms stands to be the best advertising tools for electronic resources in the library. Different mobile communication services can advertise electronic materials in the library and help increase usage of these resources. Among the various social media platforms, this study noted that YouTube and Facebook are the most effective platforms in marketing electronic resources of the library.

5.3.3 Social Media Marketing Strategies of Electronic Resources

Further, it is concluded that posting updates on users' social media timelines is the most used strategy used to carry out marketing of electronic resources. Other strategies that are used include, creation of online competition with incentives, provision of an online step-by-step guide on how to access the electronic resources, provision of links to electronic resources directly to users' social media accounts, creation of library page in social media platforms and creating a team of young students' ambassadors to carry out a sensitization campaign among other students of the library on social media presence in different platforms.

5.3.4 Challenges of Marketing Electronic Resources through Social Media

The challenges in carrying out marketing of electronic resources through social media are identified as, social media noise, high cost of sponsoring online posts, personalizing library social media page, unreceptive users to marketing content in social media, content in social media are to some extent perceived to be less serious, lack of planning and adequate resource. The challenges in social media marketing can be addressed by appropriate planning, having special committee to handle social media marketing, arrange

session for user sensitization, set a budget for social media marketing, formulate policy and introduce social media marketing training in librarianship curriculum.

5.4 Recommendations

5.4.1 Marketing Practices

The librarians in universities should intensify their marketing practices in social media platforms especially in Facebook, WhatsApp and YouTube. In order to enhance the effectiveness of the electronic resources marketing practices the librarians should incorporate video or graphical images in marketing content. In addition, librarians should make sure that marketing content in social media is delivered in the right content to avoid being dismissed by users.

5.4.2 Funding

Librarians should set a budget for social media marketing activities. A budget for the training of librarians on marketing practices through social media platforms should also be established.

5.4.3 Information Literacy

Librarians should make sure that library users are aware of the library social media platforms. This will help the library to engage users through their social media platform and raise their awareness of library services.

5.5 Suggestions for Further Research

This research examined social networking platforms as an instrument of advertising electronic resources. Further research can be done to in the following areas:

1 Assessment of Media Platforms

Assess the functions of social network service as a tool for marketing other library product and services. Further studies can also be carried out to find what other roles social media can play in the library to enhance library services.

2 Role of Social Media in Dissemination of Information

Use of social media platforms in renewal of borrowed books, placing hold on books and remote access of electronic resources in the library can also be explored.

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APENDICES

Appendix I: Introduction Letter

Letter to Respondents

University of Nairobi

P.O. Box 30197

NAIROBI.

Dear Respondent,

REF: INTRODUCTION LETTER

I am a student at the University of Nairobi pursuing a Master's Degree in Library and Information Sciences. I am undertaking a research on social media as a marketing tool for electronic resources. The aim of this study is to establish the most effective ways of using social media as a marketing tool for e-resources at the USIU-A library. The objectives of the study are: to find out the various platforms of social media used to market electronic resources; to evaluate effective strategies used for marketing electronic resources through social media; to identify the potential challenges librarians face in using social media to market electronic resources.

I request your participation in this study by filling in the questionnaire. All data collected will be treated with utmost confidentiality and will be used for academic purposes only. Thank you for your time.

Yours Sincerely,

Zubeda Nawire Mtunda

Appendix II: Questionnaire

Questionnaire for Library Users

Introduction

I am a postgraduate student at the University of Nairobi, library and information science department doing a research on social media as a marketing tool for electronic resources: a case of United States international university library. Kindly fill out this questionnaire. All the information provided will be used for the purpose of study only and will be treated with absolute confidentiality.

Instructions

Tick appropriately in the brackets or fill in the spaces provided.

Section A: Background Information

1. Education background

   a) Masters ☐

   b)   PhD ☐

2. Age

   a) Less than 25 years ☐   c) 35 – 44 years ☐

   b) 25 – 34 years ☐   d) 45 – 55 years ☐

   d) Above 55 years ☐

Section B: Social media platforms used to market electronic resources

3. How often do you make use of the social media platforms?

   a) Regularly ☐   b) Occasionally ☐

   c) When need arises ☐   d) others ☐

4. Which are some of the social media platforms that you have come across in terms of marketing content of the library?

i) Facebook ☐   ii) Blogs ☐   iii) Twitter ☐

iv) WhatsApp ☐   v) YouTube ☐   vi) LinkedIn ☐

vii) Google+ ☐ viii) Any other ☐

5. Kindly indicate how often you interact with the above social media platforms. Use a scale of 1= Very Frequently; 2= frequently; 3= occasionally; 4= rarely; 5= Very Rarely

Social Media Tool	1	2	3	4	5
Facebook					
Blogs					
Twitter					
WhatsApp					
YouTube					
LinkedIn					
Google+					

6. Using a scale of 1-4, (where 1= To a Great Extent; 2= somewhat; 3= Very little and 4= Not at All) indicate how effective the social media tools have helped you acquire information you are searching for.

Social Media Tool	1	2	3	4
Facebook				
Blogs				
Twitter				
WhatsApp				
YouTube				
LinkedIn				
Google+				

7. How would you rate the extent to which social media platforms have enabled you access electronic resources in the library? Use a scale of 1= Excellent; 2=Good; 3= Fair; 4= Poor and 5= Very Poor

Social Media Tool	1	2	3	4	5
Facebook					
Blogs					
Twitter					
WhatsApp					
YouTube					
LinkedIn					
Google+					

Section C: Strategies used to market electronic resources through social media

1. What are some of the ways that the social media tools have been used in the library to reach you?

i. direct messages to your social media account ☐

ii. Direct posting to your timeline ☐

iii. Inbox alerts on newly acquired resources ☐

iv. News updates on your timeline of new development in the library ☐

v. Invitation to library events ☐

vii. Online discussion ☐

Thank you!

Appendix III: Interview Schedule

Interview Schedule for Librarians

I am a postgraduate student at the University of Nairobi, library and information science department doing a research on social media as a marketing tool of electronic resources with reference to United States International University library. You are kindly requested to participate in this study by responding to the questions. All data collected will be treated with utmost confidentiality and will be used for academic purposes only.

Section A: General Questions

Name (optional): ....

Gender: Male ☐   Female ☐

Highest Academic Qualification: ....Position: ....

Unit: ....

i) How long have you worked for the organization?

   a)0-4 yearsb)☐ years   ☐

   c) 10-14 years ☐   d) 15-19 years ☐) Over 20 years ☐

Section B: Specific Questions

1. Social media platforms

i) In your view which social media platforms contribute most to marketing of electronic resources within the library?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

ii) Which other social media platforms should be introduced in libraries?

……
……
……

2. Social media marketing strategies

i) In your view, what are the most effective ways of marketing through the use of social media?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

3. Social media marketing challenges

i) What challenges are you aware of when it comes to marketing the library's electronic resources?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

ii) What are the possible solutions/recommendations that you can give in order to curb these

challenges?..

....

....

Thank you for your time.

Appendix IV: Work Plan

SCHEDULE OF ACTIVITIES FOR THE YEAR 2017

ACTIVITY	TIME IN WEEKS														
Proposal writing chapter one	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	▓														
Literature review	▓	▓	▓												
Research and tool development				▓											
Proposal presentation and defense				▓	▓										
Questionnaire amendment						▓									
Data collection							▓	▓	▓	▓					
Data collection and analysis											▓	▓	▓		
Report writing												▓	▓	▓	
Project binding and submission															▓

Appendix V: Budget

ITEMS		TOTAL PRICE (KSHS)
Proposal development	Material	2,000
	Printing	7,000
	Photocopying	5,000
Total Proposal Development		**14,000**
Data Collection (Fieldwork)	Photocopying and printing	25,000
	Research Assistant	10,000
Total Data Collection		**35,000**
Data analysis and Interpretation		**10,000**
Report Writing and Dissemination	Report Writing	7,000
	Binding and Dissemination	10,000
Total Report Writing and Dissemination		**17,000**
TOTAL BUDGET		**76,000**