Maximising the potential of social media to deliver academic library services to students: a case study of The Technical University Of Kenya Library

Villary Atieno Abok
Graduate Research Associate
Department of Information and Knowledge Management,
The Technical University of Kenya
atienovillary@gmail.com

Tom Kwanya[1]
Associate Professor
Department of Information and Knowledge Management
The Technical University of Kenya
tom.kwanya@gmail.com

Abstract

This study investigated how academic libraries in Kenya can maximise the potential of social media to deliver their services. The objectives of the study were to identify the various forms of social media utilised in academic libraries; explain how these social media are used to support the delivery of library services; ascertain the benefits academic libraries accrue from the use of social media; identify the challenges which hamper effective use of social media in academic libraries; and propose strategies which the academic libraries can employ to enhance the outcomes of their social media use. This research was a case study of The Technical University of Kenya library in Nairobi, Kenya. Primary data was collected from 23 knowledge ambassadors, who are student library champions, and three librarians selected through information-oriented purposive sampling. The findings revealed that academic libraries in Kenya are currently using Facebook, WhatsApp, YouTube and Twitter to facilitate the sharing of information resources, provision of reference services, formation of professional networks, and promotion of library services. The findings also indicate that the use of social media in academic libraries in Kenya has enhanced interactions between librarians and library users; saved the time for searching, accessing and using information; reduced costs associated with space; and enhanced the promotion of library services and products. Nonetheless, lack of adequate ICT infrastructure and human resources are hampering the effective adoption of social media in the libraries. Academic libraries in Kenya are advised to invest more resources in infrastructural development, capacity building and hiring of more staff to enhance their social media use outcomes. The findings of this study may be used by academic librarians to apply social media in the design and delivery of information services and products effectively.

Keywords: Academic libraries, Kenya, The Technical University of Kenya library, social media, social media marketing

Introduction

The origin of the term 'social media' is fuzzy, with many people claiming to have coined it. However, there seems to be a consensus that the term originated from America Online (AOL) in the early 1990s around the time the company developed Instant Messenger which enabled registered users to communicate in real time (Bercovici 2010). Broadly defined, the term refers to any online platform or channel which disseminates user generated content and facilitates extensive user participation (Kwanya & Stilwell 2015). Social media can also be perceived as any Internet-based or mobile application used for the purpose of collaboration; in which the participants can connect, create, comment, view, share, rate, discover, profile or exchange user-generated content (Bradley & McDonald 2011). Cook and Hopkins (2006) explain that Web 2.0, social networking, and social media are indistinguishably bound and have often been synonymously used. Social media also encompass social relations amongst individuals using social networking platforms (Wellman 2001).

Kwanya and Stilwell (2015) citing Safko (2010) explain that, simply put, social media is the media humans use to be social. Thus social media embodies how humans use emerging technologies to effectively reach out and connect to other human beings, create a relationship, build trust and be there for one another. The social media phenomenon represents a major shift in communication as it flattens the world and brings people together to be friends, interact or transact (Kwanya & Stilwell 2015). The strength of social media channels lies in the fact that social conversation is one of the most powerful communications in this generation. This explains why social media tools and techniques are remarkably and permanently changing the way information is created and passed across societies and around the world. Indeed, statistics from Nielsen (2012) acknowledge that many people now spend more time on social media than on the other media categories; time spent on social media continues to increase exponentially; social media interactions have overtaken

---

1. To whom correspondence must be addressed.

pornography as the most prominent activity on the Internet; one of every eight spouses in the United States first met on social media while one of every five divorce cases have been blamed on social media. These scenarios demonstrate that social media continue to have a considerable impact on personal and professional relationships and in some cases have raised ethical and legal issues relating to information management and use (Curtis 2013).

It is no surprise therefore that social media have changed the way organisations work. The field of Library Science is no exception. Social media applications in the Web 2.0 world not only enhance the practical usability of libraries but also help librarians to add value to their services. Although diverse social networking tools are increasingly being used by individuals of all ages, they are especially popular among young people and college students. Due to this popularity, many academic librarians use these new platforms to reach out to the student population who are their main users (Mathews 2006; Farkas 2007a; Milstein 2009). Social networking by academic librarians enables them to connect with the user community directly (Farkas 2007b; Du Toit & Mulatiningsih 2013). For example, Facebook groups can be created and used as a platform for communicating and marketing library services to users and non-users (Mathews 2007). Chan (2011) asserts that social media such as Facebook allow tracking of the performance of an advertisement in greater detail than in the other media. Jacobson (2011) also noted that Facebook is an efficacious tool for library announcements and marketing. Apart from Facebook, Milstein (2009) argues that Twitter can also serve as a platform for information exchange by librarians. Therefore, she encourages librarians to use Twitter to enhance their conversations with colleagues and library users.

Social media tools provide libraries with the ability to engage with users in multi-directional communication and information sharing on a wide range of library-related issues; promote library resources and services; and extend services beyond the physical boundaries of library buildings by taking services directly to the users. Moreover, these tools can enable libraries to reach out to a larger number of users; attract new potential users to use library resources and services; as well as deliver improved patron-driven services (Casey & Savastinuk 2006). Often, these can be attained at little or no expense (Redden 2010). Thus, social media have had an impact on personal and professional relationships; culture and society; economics and commerce; empowerment of the masses; as well as creation, use and sharing of new knowledge.

Contextualisation of study

Kiilu and Otike (2016) aver that there is a steady decline in the usage of academic libraries in Kenya as the number of non-users increases. They explain that one of the main reasons for the increasing non-use of academic libraries in Kenya is the lack of awareness of the information services and products available in these libraries amongst their actual and potential users. The findings of Kiilu and Otike (2016) corroborate those of Kavulya (2004), who concluded that the potential users of academic libraries in Kenya are increasingly turning to the alternative sources of information exemplified by the Internet.

Given the growing competition amongst the 70 universities and university colleges in Kenya (CUE 2016) for students and resources, non-use of academic libraries is a serious matter because the institutions are striving to optimise the use of their resources. This competition has become even more serious in the recent past with the sharp decline in the number of high school students qualifying for university admission in the 2016 national examinations. Therefore, most academic institutions in Kenya will not be able to fill all the spaces available in their academic programmes. This ultimately means fewer resources in terms of direct fees and funding from the government and other sources. Therefore, the pressure on academic libraries to demonstrate a positive return on investment by their parent institutions is immense. Thus, the need to enhance the delivery of library services and products is acute. Most academic libraries are now exploring all possible opportunities to maximise their outreach and engagement with their actual and potential users. Social media offer a great potential for this. However, information on their use to promote and deliver academic library services and products in Kenya is scanty.

Purpose of the study

The purpose of this study was to explore the potential social media hold for enhancing the delivery of services by academic libraries in Kenya as well as how to maximise this potential. The specific objectives were to identify the various forms of social media utilised in academic libraries in Kenya; explain how these social media are used to support the delivery of library services; ascertain the benefits academic libraries accrue from the use of social media; assess the challenges hampering the effective use of social media in academic libraries; and propose strategies which the academic libraries can employ to enhance the impact of their social media use.

This study is part of the ongoing dialogue about how best libraries can utilise emerging technologies to complement their services and minimise the competition between these platforms and library spaces. Given that most actual and potential library users are already on social media platforms, it would be foolhardy for librarians to attempt to draw them

back to the libraries by isolating social media. Therefore, it is prudent for progressive libraries to fit their services and products to the existing social media lifestyles of their user communities than force them to fit in the traditional library environments characterised by rigid rules and policies. To this extent, this study investigated a pertinent matter that all academic librarians must handle carefully to survive.

Methodology

This study was designed as a case study. This is a detailed examination of an individual case with an intention to getting knowledge of the whole (Yin 2013). The case study approach was chosen to generate sufficient in-depth information about the two critical variables of the study – social media and delivery of information services and products by academic libraries.

The case study used was The Technical University of Kenya library in Nairobi, Kenya. Primary data for the study was collected through face to face structured interviews with 23 knowledge ambassadors as representatives of the library user community. Knowledge ambassadors are student volunteers who are willing and excited to promote information services to their peers. The ambassadors act as knowledge champions, change agents, peer trainers as well as knowledge advocates and brokers. As volunteers, they perform these roles on a part-time basis. Furthermore, their influence is localised and generally restricted to their peer groups only. As the representatives of student groups, their responses reflected the views of the students under their influence. The researchers also interviewed three (3) of the 15 librarians to corroborate the views of the students. The three (3) librarians who included the Director of Library and Learning Resource Services, a reference librarian and a systems librarian, were selected using information-oriented purposive sampling. This sampling technique was chosen because it enabled the researchers to focus only on the respondents who have adequate information on the subject of the study. The researchers used two separate structured interview guides; one for the knowledge ambassadors and the other for the librarians. The collected data was analysed through content analysis.

Findings and discussions

This section presents and discusses the response rate attained by the study; social media tools used in academic libraries in Kenya; the current use of social media tools in academic libraries in Kenya; the benefits of social media use in academic libraries in Kenya; the challenges hampering the effective use of social media in academic libraries in Kenya; as well as the strategies which can be used to mitigate the identified challenges so as to maximise the benefits of social media use in academic libraries in Kenya.

Response rate

All the 23 knowledge ambassadors and three (3) librarians targeted by the study were interviewed successfully. This high response rate was achieved because the knowledge ambassadors are very active in promoting library services. Consequently, they are willing to contribute to any strategies, including research studies, which have a potential to enhance the suitability and reach of the services. The high response rate was also achieved because all the knowledge ambassadors were in session at the time data was collected. The ambassadors also have a tight network through which they encouraged each other to participate in the study. On the other hand, the librarians were interviewed at their convenience.

Social media tools used in academic libraries in Kenya

Table 1 Social media tools used by students in academic libraries (N=23)

Social Media Tools	Frequency	Percentage
Facebook	23	100
WhatsApp	18	78
YouTube	14	61
Twitter	12	52
Wikis	4	17
Instagram	4	17
Blogs	3	13

Source: Research Data

The responses from the students indicate that Facebook is the most popular social media platform used by academic libraries in Kenya; all the respondents stated that they are currently using it. The other popular social media tools include WhatsApp (78%); YouTube (61%); and Twitter (52%). The other tools which were mentioned by the students included

Wikis (17%); Instagram (17%) and Blogs (13%). Table 1 summarises these findings. The librarians, on the other hand, stated that the library currently has Facebook and Twitter accounts with 2,613 likes and 969 followers respectively. In terms of the general social media usage amongst the students, however, the librarians basically corroborated the views of the students.

These findings generally concur with those of Braziel (2009) that libraries use Blogs, Flickr, YouTube as well as social networking sites such as Facebook, iTunes and Twitter to offer different services. Similarly, other studies show that Facebook is the most popular social media tool used in libraries (Charnigo & Barnett-Ellis 2007; Graham, Faix & Hartman 2009). Besides the above, other studies have also confirmed that Facebook is the most popular social media tool amongst students (Stutzman 2006; Dwyer, Hiltz & Passerini 2007). In interpreting these findings, the researchers are of the view that the factors which influence the popularity of Facebook may include its features which enable the students to share multimedia files; keep abreast with the activities of their friends; create specialised communities for diverse interests; organise and promote events; as well as share memorable moments. Facebook may also be popular because it is one of the social media tools which has been in use longest, having been launched in 2004. Furthermore, its origin as a social platform for students at Massachusetts Institute of Technology (MIT) may have continued to endear it to students globally. The researchers also hold the view that the popularity of WhatsApp could be riding on the fact that it is largely mobile-based and free on most data networks in Kenya. YouTube's popularity may be anchored on its visual appeal and the fact that its files can be shared on the other platforms while Twitter's popularity may be growing because it is free on most data networks in Kenya; used for breaking news fast; and easy to compile and/or read given the text limit of 140 characters.

From the foregoing, it is clear that academic libraries can meaningfully use the social media platforms that their users are already acquainted with. Unfortunately, social media change relatively fast. Librarians must continually employ market intelligence mechanisms to identify the trending technologies; assess their suitability; and deploy them as a means of staying relevant to their users. It is unlikely that academic libraries will stop using social media tools in the near future. Conversely, their presence in social media is not only likely to be widened, it will also be deepened to enable better collaboration between/among users and librarians in creating and sustaining an environment which is conducive for effective knowledge creation and sharing in university communities.

The researchers are also of the view that the growing popularity of social media in academic libraries may be driven by the changing information seeking behaviour of the younger generation of library users who are the majority of the academic library users. They are technology-savvy; rely on their peers as information sources and referrers; intolerant to delay and are willing to use any available information as long as it is easy to find regardless of its credibility; easily bored hence the drive towards infotainment; multi-task; and constantly connected to the Internet which they glorify as the source of all knowledge (Kwanya 2016). Progressive libraries cannot ignore these trends.

Current use of social media in academic libraries in Kenya

The respondents indicated that social media platforms are currently being used to support the design and delivery of library services by enhancing scholarly communication; sharing of resources; providing reference services; disseminating news and information; formation of professional networks; interactive discussions on library resources and services; personal communication; training of users; promotion of services; and soliciting of user feedback on the performance of the library. The findings are summarised in Figure 1.

These findings indicate that social media have permeated almost all activities in academic libraries in Kenya. Nonetheless, acquisition and processing of information resources does not seem to have integrated social media. According to the interviewed librarians, this apparent omission is attributable to the fact that most librarians find it difficult to cede control of the bibliographic processes and tools to the users. Therefore, it is unlikely that academic librarians in Kenya would involve the users in cataloguing or classifying information resources. The librarians further explained that they cannot allow the users to contribute to or modify catalogue entries because they lack the competencies to do so. This is a logical explanation. However, the researchers are of the view that academic libraries may in future have to involve their users in the processing of information resources through social activities like folksonomies (collaborative classification of digital content by users) and/or social bookmarking (collective organisation of bookmarks through online tagging). Since the users understand the organisation of knowledge in their areas of interest, they are, in some instances, better placed to advise the librarians on how best to present the information resources to their peers. Of course the librarians should not take the user advice blindly, but should subject it to vetting before deciding whether to apply it or not.

Another area that seems to have been left out in the application of social media in academic libraries is planning. Although some of the librarians said the libraries use social media to gauge the perception of the users of library services

and products, it was not possible to ascertain the degree of involvement of the users in the development of strategic plans. It was also not possible to confirm the extent to which the librarians acted on or implemented the comments of the users. It is therefore evident that academic libraries in Kenya have not used social media effectively to deepen collaboration between the librarians and users in strategic activities such as planning and decision-making. This is a major weakness because the perspectives of the users should be integrated in all spheres of library activities and social media offer a great opportunity for this. Again, the involvement of users in library planning and decision-making wins their goodwill and support towards library programmes which in turn yields better outcomes.
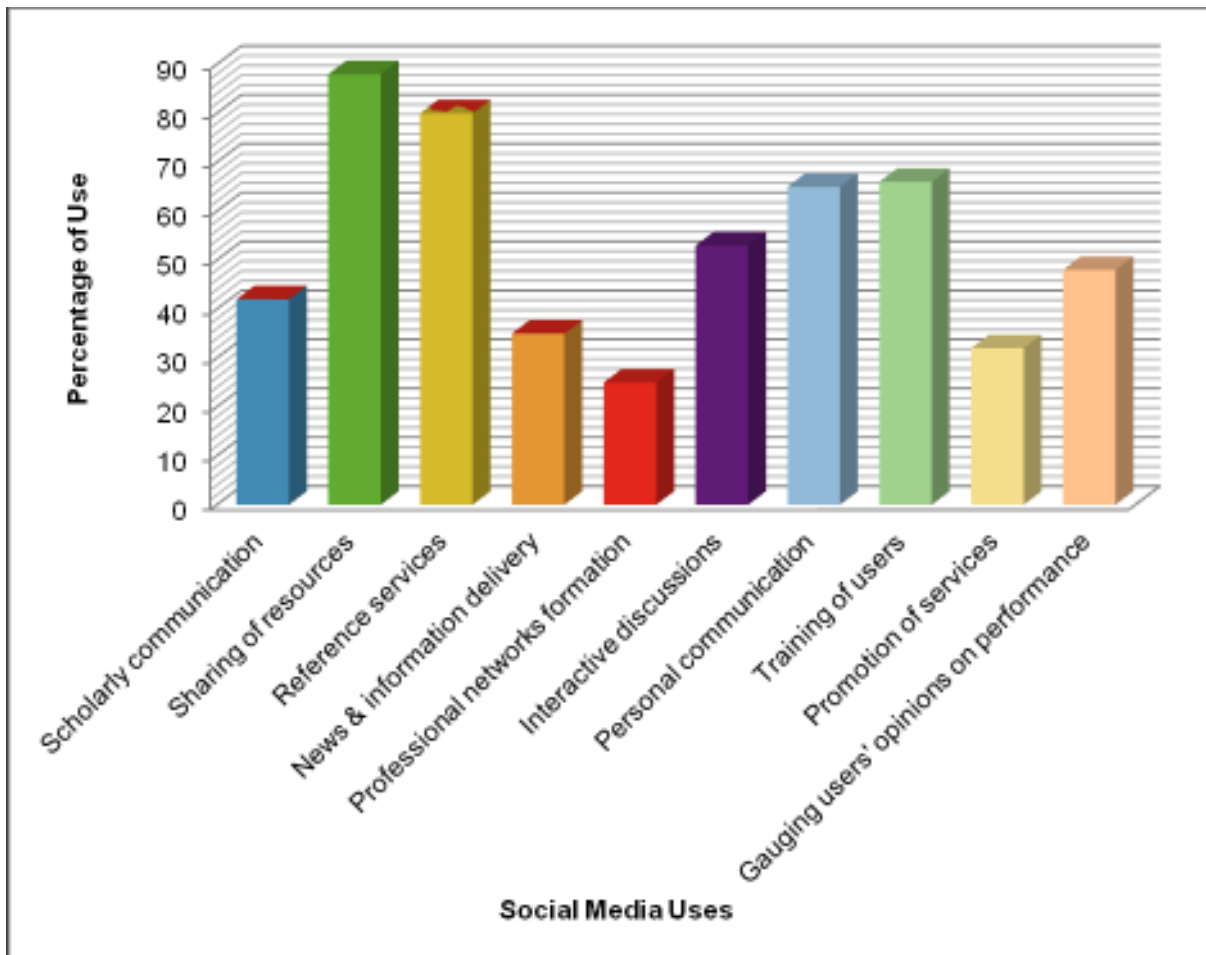

Figure 1: Current uses of social media in academic libraries

It is clear from the findings that social media have become critical tools in academic libraries in spite of the weaknesses identified above. Therefore, library users and librarians need to take these tools seriously. One of the ways of achieving better social media involvement is to become proficient in these tools so as to ensure their effective use. Besides, Ezeani (2010) suggested that librarians need to be flexible to effectively deploy these social media tools for use in academic libraries and consequently be able to match patrons with their desired information.

Benefits of social media use by academic libraries in Kenya
The respondents were asked to state the benefits the library has received from social media usage. Table 2 below summarises the responses of both the librarians and students. The findings indicate that the greatest (65%) benefit academic libraries in Kenya accrue from using social media is enhanced interaction between and amongst different segments of the library community. This finding emphasises the fact that social media are essentially about interactions which are becoming important even in other spheres of life. In politics, for instance, the concept of citizen participation is becoming prominent in most democracies. In academic libraries, the users wish to play a pivotal part in the decision-making process. They also wish to contribute, remix or share content. All these wishes are largely possible through effective interactions which social media facilitate.

Another important benefit from the findings is cost reduction in terms of time and space. Delivery of library services through social media reduces the time users apply to access the services. This is achieved because social media enable fast

transmission and access of information – basically at the click of a button. Cost savings related to space are achieved through both digitisation and digitalisation. Digital information resources and services are stored or delivered in digital spaces which are more affordable and available anytime, anywhere compared to hardcopy resources or physical services. These spaces, currently exemplified by big data and cloud computing, are defined by access rather than ownership of the infrastructure. This further reduces the costs associated with their usage as opposed to the conventional systems. Reduction of costs is an important matter for academic libraries in developing countries which perennially face budget cuts and general underfunding. By facilitating cost reduction, social media are strengthening the libraries' capacity to thrive and survive against the challenges associated with inadequate funding.
.

Table 2 Benefits of using social media in academic libraries (N=26)

Benefits of Social Media	Frequency	% Response
Enhancing interaction	17	65
Saving of time	14	54
Economy of space	14	54
Marketing library resources	12	46
Individuality and self-expression	7	27
Strengthening interpersonal relationships	3	12

Source: Research Data

It is important to note that only a minority (46%) of the respondents indicated that libraries have used social media to market their services. This seems to imply that academic libraries in Kenya do not consider marketing as an important activity. This attitude is perhaps informed by the notion that the value of libraries is obvious in academic settings. Therefore, they seem to believe that they do not need to market libraries since the users will be forced by circumstances such as assignments or examinations to come to the library. This notion needs to change because currently, there are alternative sources of information and academic libraries are neither the only or first sources of information available to academic communities. It is imperative that academic libraries should market their services and products. This finding underscores the fact that most academic libraries have not maximised the potential of social media to market their services in Kenya. This should change. The researchers encourage academic librarians to develop suitable strategies to strengthen the use of social media to market their services and resources.

The role of social media in facilitating enhanced access to and use of academic library services has been emphasised by several researchers. Khan and Bhatti (2012) conducted a survey of academic libraries in Pakistan and concluded that the libraries can use social media to capture the attention of library users and to facilitate better access to and use of library services. Ayia and Kumah (2011) also acknowledged that social media facilitate collaboration and promote effective communication amongst the librarians and between them and their users leading to effective knowledge creation, sharing and learning. Wasike (2013) also argued that social media tools are helpful in offering wider channels of communication through which library users are able to share scholarly information with minimal effort and cost while Hendrix and Zafron (2009) stated that the tools facilitate the marketing of services by pushing out announcements to users for promotional purposes. Tise (2009) also explained that social media facilitate better access to information thus enabling new knowledge to be created and shared amongst library users and beyond. On their part, Kim and Abbas (2010) averred that implementing social media presence is an important determinant to remaining relevant and meeting the expectations of the digital users of academic libraries.

Challenges hampering the effective use of social media in academic libraries in Kenya
Figure 2 provides a list of challenges identified by the participants. The major challenge academic libraries in Kenya face in their efforts to apply social media tools is inadequate ICT infrastructure exemplified by poor Internet connectivity. Although most social media are simple and lightweight, they still need a reliable Internet access to work. Academic libraries will not accrue optimal value from social media until they provide the essential levels of Internet access. It is noteworthy that The Technical University of Kenya has several WiFi hotspots on campus but the Internet up-time is still intermittent and unreliable. Even when the students use their own devices such as smart phones or Internet dongles, they cannot access library services or resources hosted on university web servers when the university Internet is down. All the respondents acknowledged progress that has been made in terms of expanding the university Internet bandwidth as well as increasing the number of points of access to it. However, they explained that the university needs to make more effort to provide a stable broadband Internet access in the main campus and student hostels. The respondents further observed

that, unlike the situation in other public universities in Kenya, electricity was not a major challenge because the university has a stable connection and a standby generator in case of outages.

Another major challenge identified by the respondents was lack of human resources to effectively deploy and manage social media platforms. Two issues emerged in this regard. 1) The number of staff in the library, at 15 only, was quite low compared to the number of students as well as the wide array of services deployed by the library. It was evident that the librarians are already overburdened and would not be in a position to take more responsibilities in supporting the effective use of social media. 2) Only a few staff had the requisite ICT skills to deploy or manage the social media platforms. Staff adequacy in terms of the numbers and competencies is essential in effectively implementing social media projects in academic libraries in Kenya.

Lack of acceptance of social media as valuable tools for information service delivery was another challenge. This notion emanates from the feeling that social media tools are informal and unregulated making them to be less popular with the conservative academic library users and librarians. Nonetheless, all the respondents acknowledged that the level of acceptance of social media as important tools of information service design and delivery is increasing. It is expected, therefore, that the degree of application of social media in academic libraries will increase in the near future proportionally to their level of acceptance.

Restrictive policies on the use of social media also affected their effective adoption by academic libraries. The respondents observed that academic libraries in Kenya originally prohibited the use of social media on library ICT systems. This was informed by the belief that social media waste the users' time. This belief is changing with the greater appreciation of these tools. Nonetheless, there is still a problem especially because the university blocks some social media sites from its network. This is an impediment to their access and use by the students and librarians.

These findings generally concur with Ezeani and Igwesi (2012) who concluded that lack of awareness, bandwidth constrains, lack of training of staff, and technophobia, are some of the challenges hampering the effective use of social media.
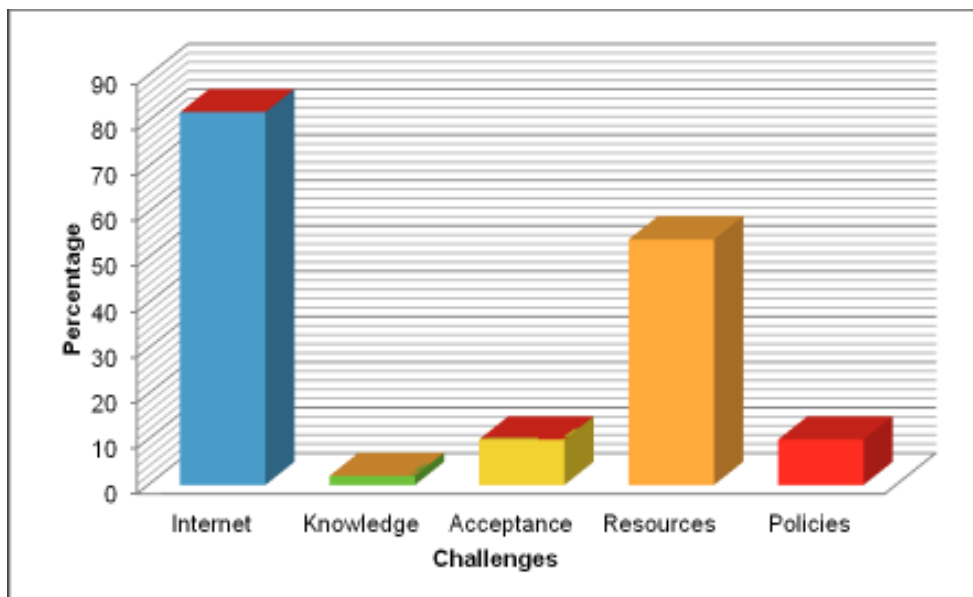

Figure 2: Challenges academic libraries face with social media use

Strategies to mitigate the challenges

The respondents suggested a number of strategies to mitigate the challenges currently hampering the effective use of social media in academic libraries in Kenya. The suggestions are presented in Table 3.

Table 3 Strategies to mitigate social media use challenges (N=26)

Strategy	Frequency	% Response
The library should organise capacity development programmes on social media tools regularly for both students and faculty to enhance their proficiency in the use of social media. They suggested further that such programmes should not only focus on the technical aspects of social media use but should also encompass ethical elements as well. The respondents suggested that this should be implemented immediately.	14	54%
The university should increase the number of library staff to reduce individual workload thereby freeing some time for social media projects in the library. They also suggested that one of the qualifying criteria for the new staff should be social media skills. This would reduce the university's expenses in training the new employees as well as the time used for planning and implementing social media projects. This should also be implemented immediately.	12	46%
The university should invest more resources in developing essential ICT infrastructure including broadband Internet access, latest servers, computer workstations for library users, increased number of WiFi hotspots on campus and in student hostels, as well as power sockets in the library. This should be implemented incrementally in the medium term.	11	42%
The library should develop a curriculum on information and learning technologies which should include social media. This course should be taught to all first year undergraduate students as part of their library orientation and information literacy programme. This should be implemented in the medium term.	7	27%
The librarians should monitor the content on Facebook and other social media deployed by the library on a daily basis to ensure that all questions, comments and other arising issues are dealt with. This strategy will enable the library to handle any negative information promptly. It is also advised that the librarians should not just delete all negative issues raised but deal with them professionally. This suggestion should be implemented immediately.	5	19%
The librarians should create awareness about the existence of social media tools among the library users through workshops by using train-the-trainers technique and peer to peer learning approach as well as providing online tutorials on the use of social media. This should be implemented immediately.	3	12%
The libraries should conduct regular studies on users' information needs and seeking behaviour to provide contextual information which is necessary for the effective adoption and use of social media technology in the academic libraries. They should not just introduce social media tools casually. Every decision to adopt or not should be informed by relevant user studies.	2	8%

Source: Research data

Conclusion

Academic libraries in Kenya are currently using Facebook, WhatsApp, YouTube and Twitter to facilitate sharing of information resources, provision of reference services, formation of professional networks, and promotion of library services. The use of social media in academic libraries in Kenya has enhanced interactions between librarians and library users; saved the time used for searching, accessing and using information; reduced costs associated with space requirements; and enhanced the promotion of library services and products. Nonetheless, lack of adequate ICT infrastructure and human resources are hampering the effective adoption of social media in the libraries. Therefore, the academic libraries in Kenya are advised to invest more resources in infrastructural development, capacity building and hiring of more staff to enhance their social media use outcomes. The institutions providing training in the library and information science disciplines in Kenya and elsewhere are also encouraged to integrate social media courses in their programmes so as to equip their graduates with the essential skills to effectively manage social media in libraries. The findings of this study may be used by academic librarians to apply social media in the design and delivery of information services and products effectively. However, more research is needed to investigate the perceptions and use of social media by academic staff; the social media uptake and use in academic libraries in Kenya and other countries; the adoption and use of social media by students and staff from different faculties or disciplines; as well as the legal and ethical implications of social media adoption and use in academic libraries in Kenya.

References

Ayia M. & Kumah C. 2011. *Social Networking: a tool to use for effective service delivery to clients by African Libraries*. Viewed 9 May 2016, from: *http://conference.ifla.org/ifla77*.

Bercovici, J. 2010. Who coined social media? Web pioneers compete for credit. Viewed 3 August2014, from: *http://www.forbes.com/sites/jeffbercovici/2010/12/09/who-coined-social-media-web-pioneers-compete-for-credit/.*

Bradley, A. & McDonald, M. 2011. *The social organization*. Boston, Massachusetts: Harvard Business Review Press.

Braziel, L. 2009. Social media marketing example #12: Library of Congress. Viewed 9 February 2015, from: *http://www.ignitesocialmedia.com/social-media-examples/social-media-marketing-example-library-of-congress/.*

Casey, M. & Savastinuk, L. 2006. Library 2.0: service for the next-generation library. *Library Journal* 131(14):40-42.

Chan, C. 2011. Using online advertising to increase the impact of a library Facebook page. *Library Management* 32(4/5):361-370.

Charnigo, L. & Barnett-Ellis, P. 2007. Checking out Facebook.com: the impact of digital trend on academic libraries. *Information Technology and Libraries* 26(1):23-34.

Commission for University Education. 2016. Universities authorised to operate in Kenya. Viewed 26 February 2017, from: *http://www.cue.or.ke/images/phocadownload/Accredited_Universities_in_Kenya_October_2016.pdf.*

Cook. T. & Hopkins, L. 2006. Social media: or, "how I learned to stop worrying and love communication": an introduction to the power of "Web 2.0". Viewed 13 April 2015, from: *http://www.leehopkins.net/2006/10/30/social-media-for-business-101-free-whitepaper/.*

Curtis, A. 2013.The brief history of social media. Viewed 3 August 2014, from: *http://www2.uncp.edu/home/acurtis/NewMedia/SocialMedia/SocialMediaHistory.html.*

Du Toit, K. & Mulatiningsih, B. 2013. Social media for libraries. Viewed 2 March 2016, from: *http://www.slideshare.net/karendtoit/socialmedia-for-libraries-karen-du-toit-2692013.*

Dwyer, C., Hiltz, S. R., & Passerini, K. 2007. Trust and privacy concern within social networking sites: A comparison of Facebook and Myspace. Viewed 21 September 2015, from: *http://csis.pace.edu/~dwyer/research/DwyerAMCIS2007.pdf.*

Ezeani, C. N & Igwesi, U. 2012. Using social media for dynamic library service delivery: the Nigeria experience. *Library Philosophy and Practice (e-journal)*. Viewed 24 September, 2015, from: *http://digitalcommons.unl.edu/libphilprac/814.*

Ezeani, C.N. 2010. Network literacy skills of academic librarians for effective services delivery: the case of the University of Nigeria library systems. *Library Philosophy and Practice* (e-journal). Viewed 27 February 2017, from: *http://digitalcommons.unl.edu/libphilprac/648.*

Farkas, M. 2007a. Going where patrons are. *American Libraries* 38(4):27.

Farkas, M. 2007b. Your stuff, their space. *American Libraries* 38(11):36.

Graham, J. M., Faix, A., & Hartman, L. 2009). Crashing the Facebook party: one library's experiences in the students' domain. *Library Review* 58(3):228-236.

Hendrix, D. & Zafron, M.L. 2009. Use of Facebook in academic health sciences libraries. *Journal of Medical Library Association* 97(1):44-47.

Jacobson, T.B. 2011. Facebook as a library tool: perceived vs. actual use. *College & ResearchLibraries* 72(1):79-90.

Kavulya, J.M. 2004. University libraries in Kenya: a study of their practices and performance. Viewed 26 February 2017, from: *http://edoc.hu-berlin.de/dissertationen/kavulya-joseph-muema-2004-02-19/PDF/Kavulya.pdf.*

Kiilu, P. & Otike, J. 2016. Non-use of academic library services: a literature review. International *Journal of Library Science* 5(1):7-13.

Khan, S.A. & Bhatti, R. 2012. Application of social media in marketing of library and information services: a case study from Pakistan. Webology 9(1). Viewed 27 February 2017, from: *http://www.webology.org/2012/v9n1/a93.html.*

Kim, Y.M & Abbas, J. 2010. Adoption of Library 2.0 functionalities by academic libraries and users: a knowledge management perspective. *The Journal of Academic Librarianship* 36(3):211-218.

Kwanya, T. & Stilwell, C. 2015. Enhancing the competitive advantage of libraries through social media marketing. In: A. Tella (ed). *Social media strategies for dynamic library service development*. Hershey: IGI Global Publishing, 1-23.

Kwanya, T. 2016. Information seeking behaviour in digital library contexts. In: A. Tella (ed). *Information seeking behaviour and challenges in digital libraries*. Hershey: IGI Global Publishing, 1-25.

Mathews, B. 2006. Do you Facebook? Networking with students online. *College & ResearchLibraries News* 67(5):306-307.

Mathews, B. 2007. Moving beyond the reference desk: being where users need us. *The Reference Librarian* 48(2):9-13.

Milstein, S. 2009. Twitter for libraries (and librarians). *Computers in Libraries* 29(5):17-18.

Nielsen. 2012. State of the media: the social media report 2012. Retrieved Aug 4, 2014, *http://www.nielsen.com/us/en/insights/reports/2012/state-of-the-media-the-social-media-report-2012.html.*

Redden, C.S. 2010. Social bookmarking in academic libraries: trends and applications. *Journal of Academic Librarianship* 36(3):219-227.

Rouse, M. 2011. Social media marketing. Viewed 4 August 2014, from: *http://whatis.techtarget.com/definition/social-media-marketing-SMM.*

Safko, L. 2010. *Social media Bible: tactics, tools and strategies for business success*. Hoboken: John Wiley & Sons Inc.

Stutzman, F. 2006. Student life on the Facebook. Viewed 2 March, 2016, from: *http://ibiblio .org/ fred/facebook/ stutzman_fbook.pdf.*

Tise, E. R. 2009. Acceptance speech delivered at the 75th IFLA Congress in Milan 2009.

Wasike, J. 2013. Social media ethical issues: role of a librarian. *Library Hi Tech News* 30(1):8-16.

Wellman, B. 2001. Computer networks as social networks. *Science* 293(14):2031-2034.

Yin, R.K. 2013. *Case study research: design and methods*. Thousand Oaks: Sage Publications.