

**SOCIAL MEDIA PROMOTION STRATEGIES FOR ENHANCING
STUDENT ENGAGEMENT WITH LIBRARY SERVICES: A CASE OF
STRATHMORE AND RIARA UNIVERSITY LIBRARIES IN KENYA**

SEGEL WINNER NAISULA

**A Thesis Submitted to the School of Computing and Informatics in Partial
Fulfillment of the Requirements for the Conferment of Masters in Information
Science of Kenya Methodist University**

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been presented in any other University.

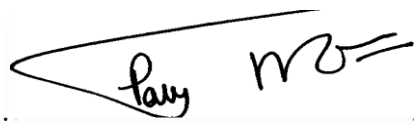
Signed.....  Date: September 23rd, 2025

Segel Winner Naisula

ISK-3-1847-1/2022

Recommendation

This thesis has been submitted for examination with our approval as university Supervisors.

Signed.....  Date September 23rd, 2025

Prof. Paul Gichohi, Ph.D

Kenya Methodist University

Signed.....  Date September 23rd, 2025

Ms. Edith Murugi Gitau

Kenya Methodist University

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DEDICATION

Dedicated to my mother Dr. Asher Segel and my daughter, Arabella Kering Kibet for their support, patience and prayers throughout the study period.

ACKNOWLEDGMENT

I sincerely thank the Almighty God for the gift of life, strength, and guidance throughout the course of my studies. I am deeply grateful to my supervisor, Prof. Paul Gichohi, Ph.D and Ms. Edith Murugi Gitau for their invaluable guidance, patience, and constructive feedback that shaped this thesis to completion. My heartfelt appreciation also goes to my lecturers, colleagues, and classmates for their support and encouragement during this academic journey. I extend special thanks to my family, my mother Dr. Asher Segel and my daughter, Arabella Kering Kibet for their unwavering love, understanding, and constant motivation. To all who contributed in one way or another to the success of this work, I remain truly grateful.

ABSTRACT

University libraries are increasingly adopting social media as a means of promoting their services, yet the effectiveness of these strategies remains underexplored in the Kenyan private higher education context. This study examined how social media promotion strategies enhance library service provision to students at Strathmore and Riara University Libraries. The study focused on four strategies: content creation, user engagement mechanisms, targeted advertising, and gamification. A descriptive mixed-methods design was applied, involving a survey of 300 undergraduate students in Information Technology and Computer Science, of whom 255 responded (85%), and interviews with 36 librarians, of whom 20 participated (55.6%). Questionnaires were used for students, while semi-structured interviews captured insights from librarians. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis. Reliability was confirmed through Cronbach's Alpha coefficients above 0.7. The findings revealed that content creation, particularly infographics and regular posts, moderately improved student awareness (mean = 3.15). User engagement remained weak (mean = 2.25), as libraries mainly used platforms for information rather than interaction. Targeted advertising showed minimal impact (mean = 2.88), limited by financial and technical barriers. Gamification emerged as the most effective strategy, with quizzes and contests significantly motivating student participation (mean = 3.42). The study concludes that while social media enhances library visibility, its full potential remains underutilized. Practical recommendations include staff training in digital content creation, investment in interactive tools, and integration of gamification beyond orientations into ongoing library activities. The study contributes to policy and practice by providing an evidence-based framework for optimizing social media strategies in Kenyan university libraries.

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ABBREVIATIONS AND ACRONYMS

AI	Artificial Intelligence
ICT	Information and Communication Technology
KeMU	Kenya Methodist University
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for the Social Sciences
UGC	User-Generated Content

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The demands for higher education made education institutions to devise different ways to improve library reserves in order to meet student's needs. This study explored the interplay of library service provision and social media promotion strategies, with a particular focus of enhancing library service for students at Strathmore and Riara University Libraries in Kenya. In this chapter, the study examined global trends, regional issues, African contexts, and the specific challenges and opportunities within the Kenyan Higher Education system. The study findings aimed to provide a comprehensive foundation for understanding the potential of social media in optimizing library service provision.

1.1.1 Library Service Provision to Students

University libraries have long been considered the core of higher education, functioning as knowledge repositories and learning facilitators. Traditionally, their responsibilities included the collecting, organization, and preservation of printed works(Merga,2023) . However, rapid technological innovation has altered the information landscape, forcing libraries to reconsider their roles and implement novel techniques to service delivery (Hamad et al., 2024). Challenges such as restricted funds, changing user needs, and information overload have prompted the use of innovative tactics to retain relevance and efficacy in supporting student learning.

The term "library service provision" refers to the comprehensive range of resources and support activities provided to suit the information demands of the academic community. These include access to print and electronic materials, research assistance, information literacy teaching, and collaborative learning spaces (Nyakweba et al., 2022). Effective

library services are often assessed using measures such as resource use, user satisfaction, and influence on learning and research outcomes. Globally, university libraries have transformed from passive repositories to dynamic learning hubs, aided by user-centered design principles that prioritize personalization and active participation (Oakleaf, 2023).

Research from prominent global institutions like Harvard University, Oxford University, and the University of Toronto shows that libraries currently emphasize digital access, information literacy, and research assistance (Cox et al., 2023; Julien et al., 2024). Information literacy initiatives, specifically, have grown to encompass digital ethics and critical thinking abilities, preparing students for ongoing education. Collaborations between librarians and faculty have also become vital for improving student research output (Hussain et al., 2022). University libraries in Africa encounter ongoing difficulties like inadequate internet infrastructure, restricted funding, and low digital literacy levels among personnel (Mutula & Oladokun, 2024). In spite of these limitations, certain universities have embraced creative service models. For example, South African private institutions offer remote reference services through smartphones and tablets (Mutula & Nwone, 2023), whereas universities in Ghana and Nigeria utilize social media platforms to raise awareness, advocate for open access, and deliver research visibility assistance (Dadzie & Fiawatoafar, 2020; Ike et al., 2022). Nevertheless, erratic social media engagement, insufficient staff training, and unstable connectivity persist in obstructing extensive digital adoption (Chewe et al., 2020)

At the core of modern library service provision among universities was the concept of user-centered design, where services were crafted to meet specific needs of the students. Library services worldwide were focusing on enhancing the student experience through personalized services (Oakleaf, 2023). This trend was observed in various countries,

including the United States, United Kingdom, and Canada, at institutions such as Harvard University, Oxford University, and the University of Toronto. These services were meant to address specific needs and preferences as they arise. These specialized and personalized experiences had led to development of diverse services aimed at supporting students in their academic journey.

Another aspect of library service provision was research support. University libraries offer crucial resources that were necessary for research. The libraries had data management support systems that were curated and organized to be easily assessed for research purposes. The information could be easily accessed and referenced by students. According to research which examined practices in multiple countries including the United States and the United Kingdom, librarians from globally recognized universities such as Harvard, MIT, and the London School of Economics were collaborating with faculty and students on research projects, offering their expertise in areas such as literature reviews, and research methodologies (Cox et al., 2023).

During the COVID-19 pandemic, the Engineering colleges in Tamil Nadu, India, including Anna University and the Indian Institute of Technology Madras, invested heavily in provision of library services through social media platforms (Arumugam & Balasubramani, 2019). This finding shows the shift in library service provision in a global context. The finding was supported by research carried out in Southeast Asia on the use of Instagram by public libraries during the Covid-19 pandemic, which notes a positive shift from traditional methods to digital methods in provision of library services in Indonesia, Singapore and Malaysia, at institutions such as the University of Indonesia, Nanyang Technological University, and the University of Malaya (Mabruri&Aisyah, 2022). These findings show the evolution of library service

provision due to advancement in technology and the changes of the global platform that forced institutions to adopt dynamic and innovative strategies across various countries. In Kenya academic libraries were striving to enhance their service provision to university students with the rapid changes in the digital world. Kenyan university libraries were faced with challenges such as limited funding and poor infrastructure that limit library service provision to students (Kwanya & Abok 2023). This study was backed by findings which note that Mahatma Gandhi graduate library at the University of Nairobi had not adopted social media marketing of their services (Anyango, 2021). There was recommendation to use social media to promote the libraries services at the University of Nairobi to reach more users (Anyango, 2021). A recent study shows underutilization of social media by Kiranyaga University library to promote service provision to its users (Karanja, 2018). The study noted that only Facebook was used but around 9 posts were uploaded on the platform by the time the study was conducted. This research studies show there was limited use of social media as a promotion tool in the Kenyan university libraries.

Strathmore and Riara Universities, as private institutions in Kenya's growing higher education sector, face significant challenges in library service provision. These include balancing traditional and digital resources amidst budget constraints, addressing critical gaps in students' information literacy skills, providing specialized research support services, optimizing limited physical spaces, and demonstrating the library's value to stakeholders. These issues were compounded by the rapid pace of technological change and the evolving information needs of a diverse student population. The quality of library services at these institutions directly impacts student learning outcomes, research productivity, and the universities' overall academic reputations

The significance of these challenges extends beyond the institutions themselves. As Kenya aimed to establish itself as a knowledge economy and regional educational hub, the quality of library service provision becomes increasingly crucial. Effective library service provision was central to cultivating the information literacy and critical thinking skills essential university students. Moreover, as research output gains importance for university rankings, the advancement of libraries services provision to support advanced research activities could significantly influence the role of libraries (Kinya & Onyancha 2023; Mutula & Oladokun, 2024). In this context, exploring innovative approaches to enhancing library service provision, such as leveraging social media for promotion and service delivery, becomes not just beneficial but necessary. Understanding how these strategies could address the current challenges could inform practices across Kenyan r education, potentially improving the overall quality of academic library services nationwide.

1.1.2 Social Media Promotion of Library Services to Students

The use of social media platforms for academic library services had been a gradual and transformative process. In the early 2000s, libraries globally had adopted digital communication through websites and emails. However, as technological advancement continued, new avenues of library engagement had been broadened by the rise of social media platforms like Facebook, X (formerly Twitter), and Instagram (Mahadeva et al., 2021).

Initially, the role of social media use in academic settings was negligible worldwide. However, as student demographics shifted towards adoption, libraries across various countries began to recognize the potential of social media. In the United States, for instance, academic libraries at institutions like Harvard University and the University of California, Berkeley were among the early adopters of social media for service

promotion (Taylor & Francis, 2014). Similarly, in the United Kingdom, universities such as Oxford and Cambridge integrated social media into their library outreach strategies (Chatten & Roughley, 2016).

In the African context, a research study by Obi et al. (2019) found that many universities in Nigeria were using social media to disseminate library services with different degrees of effectiveness. Strathmore and Riara universities, being private institutions with a focus on innovation, were among the early users of social media platforms in promotion of library services in Kenya. However, like many institutions globally, they had been faced with challenges of implementing effective promotion strategies for library resources to users (Amek, 2021).

Despite widespread adoption, the effectiveness of social media strategies in library service provision remains inconsistent across different regions and institutions. For example, while some U.S. universities report high engagement rates (Brookbank, 2015), studies in countries like India and Nigeria indicate lower utilization of social media by academic libraries (Idiegbeyan-Ose et al., 2016; Verma & Devi, 2016). This disparity highlights the need for a comprehensive global study on best practices and challenges in using social media for library service promotion.

Today, the use of social media in Kenyan academic libraries, including those at Strathmore and Riara, had evolved to include a wider range of platforms and more sophisticated strategies. However, there's still significant room for improvement in areas such as content creation, user engagement, and measuring the impact of social media efforts (Njoroge & Kang'ethe, 2021). Therefore, the background study had provided a comprehensive overview of the evolving role of university libraries, the potential of social media in enhancing library service provision, and the specific context of Kenyan universities. By examining global trends, African perspectives, and the

unique challenges and opportunities faced by Strathmore and Riara University Libraries, this study sets the foundation for a thorough analysis of how social media promotion strategies could be leveraged to enhance library service provision to students in Kenya. The findings of this research contribute valuable insights to the field of library and information science, particularly in Kenyan context.

1.2 Statement of the problem

Academic libraries around the world are facing increasing pressure to improve service delivery in response to higher education's digital transformation. Institutions in the United States, United Kingdom, and Australia have successfully integrated social media into library outreach, use platforms including as Facebook, Instagram, and X to increase student involvement, promote resources, and support learning (Brookbank, 2015; Taylor & Francis, 2014). In contrast, African colleges suffer infrastructure and financial constraints that prevent full implementation of these initiatives. Despite increasing student reliance on digital platforms, studies from Nigeria, Zambia, and South Africa show uneven social media use, inadequate staff training, and poor engagement levels (Chewe et al., 2020; Mutula & Nwone, 2023; Obi et al., 2019).

The potential of social media for strategic outreach has not yet been effectively utilized by academic libraries in Kenya, especially those at private universities. According to research, universities such as Kirinyaga University and the University of Nairobi use social media on an irregular basis, with little investment in content production, user engagement, or targeted advertising. Despite their innovative reputations, Strathmore and Riara Universities confront comparable challenges: insufficient digital infrastructure, inexperienced staff, and a lack of institutional frameworks for social media integration. This underutilization leads to missed chances to improve student awareness, access, and contact with library services, particularly in an environment

where students are heavily engaged on social media platforms (Njoroge & Kang'ethe, 2021).

The absence of locally tailored, evidence-based strategies to address social media use in Kenyan academic libraries has significant consequences. Without responding to students' digital habits, libraries risk losing relevance, visibility, and influence on academic performance. Furthermore, the lack of study on gamification and targeted advertising in Kenyan libraries creates a significant gap in service innovation. This study aims to investigate how social media strategies, specifically content creation, user engagement, gamification, and targeted advertising, can be effectively used to improve library service provision at Strathmore and Riara Universities, providing a model for broader institutional transformation.

1.3 Purpose of the study

This study evaluated how social media promotion strategies enhance library service provision to students at Strathmore and Riara University to foster value for library products and increase their utilization.

1.4 Research Objectives

The study aimed to achieve these objectives:

- i. Assess how content creation on social media enhances student awareness and use of library services at Strathmore and Riara Universities.
- ii. Determine the effectiveness of user engagement mechanisms on social media in promoting library service delivery to students.
- iii. Evaluate how targeted social media advertising influences student access to library services.

- iv. Examine how the application of gamification strategies on social media contributes to increased student interaction with library services.

1.5 Research Questions

To attain the objectives, the study was guided by the following research questions:

- i. How did content creation on social media influence student awareness and utilization of library services at Strathmore and Riara Universities?
- ii. What user engagement mechanisms were employed on social media to enhance library service delivery, and how effective were they?
- iii. In what ways did targeted social media advertising affect student access to library services?
- iv. How did the use of gamification on social media impact student interaction and engagement with library services?

1.6 Justification of the study

The way college students use and access library services had changed as a result of the growing integration of technology into the classroom. In this regard, social media gives libraries a special chance to interact with students in real time, customize communication plans, and advertise services in ways that were effective and interesting. However, social media's strategic application in Kenyan university libraries, especially private institutions, was still lacking despite its demonstrated worldwide influence in academic settings (Njoroge & Kang'ethe, 2021).

The increasing need for creative, user-centered service models that cater to students in digital environments where they already spend a lot of time justifies this study. The study directly addresses existing gaps in policy, practice, and literature by investigating the ways in which content production, gamification, user interaction, and targeted

advertising might improve library visibility and service delivery. Few studies had offered context-specific, useful insights catered to Kenyan academic institutions, despite earlier research highlighting the potential of social media for library outreach (Anyango, 2021; Wachira & Onyancha, 2016).

Additionally, by outlining tactics that could increase the relevance, accessibility, and value of library services for students, this study advances the national objective for digital transformation in higher education. By outlining workable frameworks for enhancing library-user engagement, the findings educate legislators in addition to library professionals and university administrators. In the end, the study was help to improve academic libraries' contributions to research assistance, student learning, and institutional competitiveness in an increasingly technologically advanced educational environment.

1.7 Significance of the study

This study holds significance because it advances our knowledge of and ability to use social media as a strategic tool to improve library services in Kenyan universities. Although global research had shown how digital platforms might revolutionize academic library engagement, there were still few localized insights available in the Kenyan context. This research fills institutional gaps in outreach, visibility, and user interaction by concentrating on Strathmore and Riara Universities, two organizations with a strong online presence.

This undertaking provides library administrators along with staff members with practical methods to put into practice gamification, targeted advertising, interactive engagement tools, and content production that were adapted to the behavior of students. In the digital age, this could result in more dynamic, responsive, and student-centered service delivery models that boost library utilization and relevance. The results help

university leadership and decision-makers with strategic planning for student support services and digital transformation. The study's findings might influence the creation of policies and the distribution of funds for digital resources that raise student satisfaction and academic performance.

By examining creative promotion strategies in African academic libraries, the study bridges a significant silence in the literature for the area of library and information science, especially in developing nation contexts. The findings serve as a basis for further research on student-centered service models, library marketing, and digital engagement. Students also gain indirectly from improved access to modern, relevant, and interesting library services that suit their learning requirements and digital habits. The study supports enhanced research ability, digital literacy, and academic success by raising awareness of and making library resources easily accessible through platforms people already use.

In conclusion, this research was well positioned to affect policy, practice, and academic discourse. Its localized findings are useful to practitioners and scholars looking to modernize academic library services in a digital and student-centric era.

1.8 Scope of the study

The study focused on two accredited universities, Strathmore University and Riara University, due to their strong online presence and active student participation on social media platforms. The study was geographically limited to Nairobi, Kenya, where both universities were located. The study features social media strategies which include gamification, user engagement, targeted advertisement, and content creation in promoting library services. The study featured the promotion part of the marketing mix. It was not featured aspects of budget constraints, internet connectivity and infrastructure.

1.9 Limitations of the Study

One of the significant limitations of this study was the qualitative analysis of data by the researcher which might have relied on personal perception. This could have created a bias on determining the themes and patterns identified. To mitigate the limitation, the researcher used various strategies to validate the results. The strategies in mind were use of peer-review resources, expert review, and supplemental sources to validate the accuracy of data.

Another notable limitation was lack of longitudinal approach on the study. Due to time and budgetary constraints, the research was not able to evaluate the long-time effects of using social media promotion strategies on library service provision to students. Therefore, the results could not be generalized to long term contexts of the study. To address this, the researcher ensured that the data collected represented the clear picture of the study as given by the respondents based on their experience in library service provision.

The study was limited in scope to only two private university libraries in Kenya. Therefore, the findings of this study were not generalizable to public universities in Kenya or other countries. Additionally, the study might not apply to other types of libraries, such as public university libraries, which might have had different management structures, policies, and patron demographics. To mitigate this limitation, the researcher remained vigilant on any external factor that might affect the research and adjusted the research methodology to address any arising issues.

1.10 Assumptions of the study

The study aimed to investigate social media promotion strategies for enhancing library service provision at Strathmore and Riara University libraries in Kenya to patrons. The researcher assumed that both Strathmore and Riara libraries were cooperative, especially

the patrons who were to participate in the study. It was also assumed that the respondents understood what marketing aligns with social media marketing, especially the library staff. The researcher assumed they were receiving cooperation and feedback from the university library fraternity and undergraduate students.

1.11 Operation Definition of Terms

Library Service Provision- This involves both traditional and innovative services designed to support teaching, learning, and research activities within the institution

Social Media promotion- In this context it means the use of social networks such as Facebook, X, and Instagram to build awareness on university library services.

Gamification-In this context it involves incorporating game mechanics such as points, badges, leader boards, challenges, and rewards into library activities and learning processes to enhance user engagement and promote desired behaviors (Markey et al., 2020).

Content creation- The process of producing and sharing information or media content for library services target audience especially in digital context.

User Engagement- The frequency and duration with which people interact with a product, which indicates satisfaction, loyalty, and guides product and marketing tactics.

Targeted advertising- a marketing strategy that uses consumer data, such as demographics, interests, browsing history, and online behavior, to deliver personalized advertisements to specific audiences or segments more likely to be interested in a product or service.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing literature relevant to social-media promotion strategies in university libraries. It critically analyses scholarly work on content creation, user engagement, targeted advertising, and gamification, and it examines their collective influence on library service provision. The review further identifies empirical gaps in the Kenyan context and outlines the theoretical and conceptual frameworks underpinning the study.

2.2 Library Service Provision in the Digital Era to Students in Universities

Academic libraries had developed dramatically in response to the digital revolution and changing user expectations. Libraries, once seen simply as repositories of books and static information, were now expected to deliver dynamic, user-centered services that promote learning, research, and digital engagement (Julien et al., 2023)

University students, in particular, were increasingly demanding access to information at any time and from any location, via digital interfaces that were accessible, interactive, and tailored to their academic demands. The study findings showed that content creation and user engagement on social media significantly enhanced student awareness and utilization of library services, while targeted advertising and gamification further improved student access and interaction with library resources at Strathmore and Riara Universities.

In response to these changes, many libraries throughout the world had begun to integrate social media and other web-based platforms to improve communication, market services, and foster online communities (Mahadeva et al., 2021). Institutions

such as Harvard and the University of Toronto, for example, had used digital resources like Instagram stories, Facebook livestreams, and YouTube lessons to expand library services and increase student involvement (Brookbank, 2015; Taylor & Francis, 2014). These digital tactics were consistent with larger trends towards personalization, data-driven service delivery, and on-demand access to academic resources.

However, progress towards a completely digitized and student-responsive library service model remains unequal, particularly in developing nations. In many cases, libraries implement technology without a defined strategy for maintaining engagement or assessing effectiveness. Academic libraries in Africa were increasingly using social media, although the adoption rate was inconsistent. For example, Ocholla et al. (2015) discovered that, while South African university libraries had high social media visibility, the majority lacked policy frameworks and trained digital content workers.

Similarly, Baro and Ebhomeya (2013) found that Nigerian university libraries used Facebook and blogs to reach students, but largely relied on manual content scheduling and rarely assessed their efficiency. Libraries in Eastern and West Africa report infrastructure deficiencies, a lack of institutional buy-in, and low digital competence among staff as impediments to sustained social media use (Agyemang & Dadzie, 2021). These geographical issues were similar to those faced by libraries in Kenya, which were still moving from passive presence to active digital engagement.

Kenyan university libraries, while increasingly aware of the necessity of digital transformation, continue to lag in implementing structured social media strategies for student engagement. For example, Karanja (2018) and Anyango (2021) discovered that while libraries such as Kirinyaga University and the University of Nairobi had a social media presence, their use was inconsistent and unorganized. Many posts generate little

to no engagement, indicating a mismatch between what libraries offer and what students find beneficial.

Furthermore, there was a lack of institutional support and policy frameworks to guide the digital promotion of library services (Njoroge & Kang'ethe, 2021; Wachira & Onyancha, 2016). Staff at various university libraries describe restricted access to training, minimal budget allocations for digital communication, and a general lack of emphasis on social media as a primary outreach strategy (Amek, 2021). This was in stark contrast to students' digital proficiency, as they were among the most active users of platforms such as WhatsApp, Instagram, and Tiktok (Opiyo & Muthee, 2022; Owoche & Wakahia, 2025).

As digital engagement becomes a distinguishing element of modern higher education, libraries that fail to adapt risk becoming outdated in the student learning process. This study acknowledges academic libraries' critical role in shaping research, digital literacy, and academic success, and sought to investigate how digital promotion strategies, particularly through social media, could help bridge the gap between students and library services at institutions such as Strathmore and Riara Universities.

2.3 Social Media Content Creation and Library Service Provision

Content creation was a foundational element in digital communication and plays a critical role in how academic libraries present themselves on social media. Libraries could advertise their services, provide educational materials, showcase events, and instantly address the requirements of students by using well-designed text, images, videos, infographics, and narratives (Mahadeva et al., 2021). The quality, frequency, and relevance of social media content determine not only visibility but also the level of student engagement and trust in library services (Taylor & Francis, 2014).

In an effort to engage their patrons, university libraries around the world had been adopting more and more innovative content initiatives. For instance, the libraries at Cambridge and the University of Michigan had created regular "Ask the Librarian" reels "resource of the week" posts on Instagram, and LinkedIn pieces that highlight the resources and services offered by libraries (Brookbank, 2015; Zou et al., 2020). Measurable progress had been made in raising student awareness, boosting traffic to online resources, and promoting real time engagement.

The development of material in academic libraries throughout Africa faces obstacles by lack of technical resources, inadequate training, and restrictive communication guidelines. Omekwu et al. (2014) noted that librarians in Nigeria primarily created text-based content and infrequently employed images or video forms. Kavulya (2015) discovered that the library at Makerere University in Uganda only uploaded sporadically and lacked a content calendar and a clear target audience.

However, academic libraries in Kenya continue to provide inconsistent and mainly unstructured content. According to a study by Karanja (2018), the Kirinyaga University Library only posted nine times on Facebook over a few months, indicating little effort and little content activity related to student interaction. Similar to this, Anyango (2021) noted that the University of Nairobi Library's usage of social media was irregular and had little impact because it lacked a content calendar and interaction strategy. In Kenya, posts were frequently generic and uninteresting to students, reflecting these content restrictions (Karanja, 2018). In order to investigate how content strategy might be improved in settings with greater access to digital resources, this study focus on private universities.

Lack of institutional social media policy, staffing shortages, and inadequate training in digital storytelling or content planning all contribute to this content shortcoming

(Amek, 2021; Njoroge & Kang'ethe, 2021). Libraries had not modified their content formats or posting tactics to accommodate users on platforms like Instagram, YouTube, and Tiktok or to conform to their communication preferences, despite the fact that students actively utilize these media (Owoche & Wakahia, 2025). Though these were yet isolated and unrecorded activities, certain Kenyan studies highlight creative attempts at content generation, especially through WhatsApp library forums or mobile-accessible resource suggestions (Wanjiru, 2022). Kenyan university libraries hardly ever use globally accepted content planning models, such as visual branding guidelines, caption tone strategies, or platform-specific material forms (Rabasteta et al., 2021). Thus, there was a glaring discrepancy between the current output of academic libraries' content and the digital expectations of students. The purpose of this research study was to look into how Strathmore and Riara University students could use library services more effectively by using more organized, contextualized, and optimized content creation strategies.

2.4 User Engagement Mechanisms on Social Media

Social media had the potential to increase library visibility not just by spreading information but also by encouraging active user participation and two-way communication. Through likes, comments, surveys, Q&A sessions, live chats, and multimedia storytelling, academic libraries could interact with students on social media, in contrast to traditional library marketing, which was frequently one-way (Brookbank, 2015; Zou et al., 2020) Libraries might foster community, increase exposure, and foster student user loyalty with the aid of these user engagement tools.

Academic libraries around the world had embraced interactive techniques to improve their user relationships. For example, the University of Nevada crowdsources student preferences and provides personalized services through Instagram polls and "Ask a

Librarian" features (Taylor & Francis, 2014). To encourage digital engagement, the University of Melbourne Library had also implemented interactive lessons, student takeovers on its social media channels, and real-time feedback tools (Zou et al., 2020). It had been demonstrated that these interaction technologies boost website traffic, library patronage, and service utilization, especially among student groups that were digital natives. The study findings showed that content creation and user engagement on social media significantly enhanced student awareness and utilization of library services, while targeted advertising and gamification further improved student access and interaction with library resources at Strathmore and Riara Universities. Interactive library participation was still scarce in the African academic library scene despite having Facebook and Twitter pages, libraries in Ghana had little user involvement because of delayed responses and passive messages, according to a study by Mensah and Owusu-Ansah (2021).

In Nigeria, libraries hardly ever use polls or live chats, and when students leave comments or send messages, they frequently go unanswered, according to Adetoro and Okike (2020). Kenyan academic libraries, on the other hand, had not yet completely embraced social media's interactive potential. Without systems for discussion or criticism, the majority of libraries continue to rely on passive content like announcements or resource listings (Njoroge & Kang'ethe, 2021). Karanja (2018) reports that Kirinyaga University students hardly ever replied to the library's Facebook posts, primarily due to the posts' lack of engagement and academic significance. According to Amek (2021), the Mahatma Gandhi Library at the University of Nairobi's personnel lacked training in handling user engagement tools like chat bots and polls, which hindered the library's capacity to instantly reply to student enquiries.

Similar patterns in Kenya, where the majority of libraries did not respond to student comments or use engagement mechanisms like story polls or direct messages (Njoroge & Kang'ethe, 2021). This study looks into how Kenyan private libraries could break this trend by purposefully creating spaces that encourage interaction. Poor content timing, a lack of moderation, and a lack of tailored message were more issues that affect engagement mechanisms. According to Owoche and Wakahia (2025), a lot of university libraries in Kenya publish during business hours, when students were in class, and neglect to plan their content for the nights and weekends, when users were most active. Additionally, the perceived dependability of social media platforms was diminished by the frequent delays or lack of responses to student enquiries (Muthee & Opiyo, 2022).

Although certain universities had experimented with innovative engagement mechanisms like comment-based tournaments or WhatsApp discussion groups (Wanjiru, 2022), these initiatives were usually unofficial, unrecorded, and unbacked by a more comprehensive institutional approach. Additionally, there was a deficiency in analytics-driven engagement planning, which aids libraries worldwide in determining which platforms work best for particular demographics and what kinds of posts spark interaction (Sun, 2023). The necessity for evidence-based, locally relevant user engagement strategies that were adapted to Kenyan university settings was highlighted by these gaps in practice. In order to promote meaningful student-library interactions and increase the use of library services, this study aimed to investigate how Strathmore and Riara Universities might implement and optimize social media engagement methods.

2.5 Targeted Social Media Advertising in Academic Libraries

The deliberate use of demographic, behavioral, or interest-based data to provide tailored content to particular user groups was known as targeted advertising. This strategy allows academic libraries to create and disseminate messages that were in line with students' interests, academic demands, and digital habits (Sun, 2023). Targeted advertising, as opposed to generic announcements, increases the relevancy and visibility of messages, enabling libraries to effectively engage with patrons and break through digital distraction. In order to reach students based on their course enrolment, research interests, or previous interactions, university libraries in the US, UK, and Australia had combined paid and organic targeted advertising across platforms like Facebook, Instagram, and YouTube (Zou et al., 2020). For example, during midterm and final exam times, the University of Minnesota Libraries promoted subject-specific research aids using Facebook ads, which significantly increased page visitors and consultations (Brookbank, 2015).

Targeted library advertising was essentially untapped in Africa. According to Ezeani and Igwesi (2012), libraries in Nigeria share the same content with all of their followers without any kind of categorisation. Lwoga and Sife (2013) discovered that although several libraries in South Africa gathered user data, they did not proactively schedule content or use it to tailor digital outreach. Additionally, analytics dashboards and A/B testing frequently offer customized advertising, enabling libraries to track engagement metrics like click-through rates, shares, and conversions. These data-driven strategies guarantee effective and significant outreach by informing scheduling and content optimization (Sun, 2023).

On the other hand, targeted advertising was still rarely used and mostly unstudied in Kenyan university libraries. Despite having a fundamental social media presence, many

university libraries hardly ever employ advertising tools to target audiences, plan material according to user behaviour, or advertise library events beyond simple announcements (Anyango, 2021; Karanja, 2018). The majority of marketing campaigns use free, untargeted postings that were published occasionally which restricts their efficacy, reach, and engagement. Research indicates that the majority of university libraries, whether public or private, did not make use of ad solutions such as WhatsApp segmentation or Facebook Audience Manager (Opiyo & Muthee, 2022). The unrealized potential of these qualities at two renowned private universities was investigated in this study.

Staff members at the Mahatma Gandhi Library at the University of Nairobi were aware of social media platforms, but they were not trained in the use of data analytics and sponsored advertising tools, according to Amek (2021). Similar to this, Owoche and Wakahia (2025) noted that a large number of Kenyan libraries did not have a clear digital marketing strategy, which makes it challenging to carry out or assess advertising activities. Additionally, there were ongoing obstacles to the implementation of targeted advertising, including limited funding, a lack of administrative support, and librarians' poor level of digital marketing literacy (Opiyo & Muthee, 2022). Given how frequently Kenyan university students use social media, this underutilization was especially concerning because they anticipate relevant and individualized contact from their educational institutions (Njoroge & Kang'ethe, 2021).

Despite these limitations, individual occurrences indicate that tailored advertising had potential when properly applied. Wanjiru (2022) observed that WhatsApp broadcasting lists at Kirinyaga University directed students to specialized resources based on year group and curriculum, proving the efficacy of segmentation even with minimal means. These findings reveal a significant gap between practice and research. While targeted

advertising had proven efficient in other academic environments, its application in Kenyan private universities such as Strathmore and Riara was virtually unknown. This project aimed to investigate how targeted advertising might be used in these institutions to increase student knowledge and access to library services through personalized and strategic marketing.

2.6. Gamification in Library Promotion

Gamification was the application of game-based components in non-game contexts to boost user motivation, involvement, and engagement. Examples include points, badges, leaderboards, quizzes, and incentives (Burke, 2014). Gamification in academic libraries could improve student connection with services by making activities such as information literacy training, library orientation, and research skill development more engaging and fun (Kim, 2013).

Globally, university libraries were increasingly using gamified ways to promote digital literacy and service knowledge. For example, the University of Florida adopted a digital badging system for students who completed research tutorials or attended library events, which resulted in enhanced skill retention and positive feedback (Zainuddin et al., 2020).

Gamification was frequently based on behavioral and motivational theories, particularly Self-Determination Theory (SDT), which identifies autonomy, competence, and relatedness as major drivers of intrinsic motivation. Recent meta-analytic study reveals that well-designed gamification components including social engagement, achievement acknowledgement, and immersive experiences could greatly increase intrinsic motivation by meeting these psychological needs (Luarn, et al., 2023). This theoretical basis was especially essential in the African academic setting. A study of academic librarians in Nigeria found minimal awareness and low preparedness to

implement gamification in library services. Librarians had recognized the potential of gamified tactics to enhance patron engagement and involvement (Adeyemi, et al., , 2021).

Gamified tasks, such as quizzes, digital badges, and interactive challenges, could be used at Strathmore and Riara Universities to promote autonomy (through personalized choices), competence (through mastery-based feedback), and relatedness (via social competition or group participation). Gamification could promote voluntary, sustained engagement with library services by harmonizing with students' digital literacy levels and incorporating SDT features.

Gamification has become an emerging strategy in libraries seeking to enhance user engagement, motivation, and participation. Scholars have explored how game elements such as challenges, rewards, and feedback can be integrated into library instruction, orientations, and digital services to foster more interactive learning experiences. Haasio et al. (2021) highlighted that libraries increasingly adopt gamification to support information literacy and encourage participation in library programs, while Seay (2018) discussed how both games and gamification principles can reshape user engagement by promoting collaboration and sustained interest in library activities.

Despite these encouraging achievements, gamification in Kenya's academic libraries was still in its early stages. Owoche and Wakahia (2025) conducted a review of Kenyan university libraries and discovered that, while institutions such as Strathmore and Daystar had piloted digital scavenger hunts or quiz-based campaigns during orientation, these efforts were sporadic, undocumented, and lack long-term strategy or evaluation. Similarly, Amek (2021) observed that, while library personnel were open to innovation, many lacked trainings in how to create gamified content or measure its impact.

These findings highlight the necessity for evidence-based research into how gamification might be effectively used in Kenyan university libraries. Currently, there was no clear documentation on the implementation, impact, or scalability of gamified promotion tactics in private institutions. The study aimed to investigate the extent to which gamification could improve library engagement and awareness at Strathmore and Riara Universities, as well as to offer scalable, context-appropriate frameworks for implementation.

2.7 Summary of Research Gaps

This literature analysis looked at social media promotion tactics for academic libraries, with a focus on content production, user engagement, targeted advertising, and gamification. While global research focuses on advanced social media strategies in academic libraries, African studies show major structural and strategic gaps. According to research from South Africa, Nigeria, and Ghana, passive content use, low engagement, and a lack of personalization were common in library promotion (Mensah & Owusu-Ansah, 2021; Omekwu et al., 2014). However, these studies frequently focus on public schools and rarely look into the potential of private universities with better digital infrastructure. Similar patterns remain in Kenya, but little was known about the responses of private institutions such as Strathmore and Riara Libraries.

Content creation was widely acknowledged as a crucial component of digital communication, most Kenyan libraries had yet to implement structured content calendars, visual branding strategies, or audience-specific messaging. Studies evaluated (e.g., Anyango, 2021; Karanja, 2018) indicate low posting frequency, a restricted diversity of forms, and a lack of innovation in content creation, implying missed potential for significant student interaction.

Although global libraries use interactive engagement techniques such as polls, real-time conversations, and participatory campaigns, Kenyan libraries take a more passive approach. User involvement was limited, and many institutions lack the policies or staff capacity to support two-way digital interactions (Amek, 2021; Owoche & Wakahia, 2025).

This literature review demonstrates a scarcity of studies or implementation frameworks for targeted advertising in Kenyan academic libraries. Unlike international institutions that employ analytics and segmentation to give personalized advertising, Kenyan libraries continue to rely on broad announcements that did not take into account user preferences or behavior (Opiyo & Muthee, 2022; Sun, 2023). Gamification, despite its potential to increase student engagement and awareness, was underutilized and inadequately documented in Kenya. Where efforts exist, they were frequently informal, one-time initiatives that lack effective evaluation, scalability, or alignment with larger digital transformation goals (Kim, 2013; Wanjiru, 2022).

Furthermore, there was a severe vacuum across all subject areas in the absence of empirical studies investigating the efficiency of such strategies in Kenyan private university contexts. Most current literature focused on public institutions or provides broad overviews without in-depth institutional case investigation. This study addresses gaps by examining social media promotion strategies used at Strathmore and Riara University Libraries, analyzing their effectiveness in improving student access to library services, and recommending localized frameworks for content creation, engagement tools, advertising, and gamification. By addressing these contextual and practical knowledge gaps, the study hopes to contribute to both academic literature and the operational progress of library services in Kenya's digitally changing higher education sector.

2.8 Theoretical Framework

A theoretical framework gives a conceptual foundation for comprehending and interpreting a research problem. It applies numerous theories to describe the behavioral and psychological mechanisms that influence social media participation with library services (Luft et al., 2022). This study bases each research aim on distinct ideas that describe how users interact with social media platforms in the library setting. The Uses and Gratifications Theory (UGT) and Targeted Advertising explain how students actively use social media to meet their informational and academic demands, which guides content creation and promotional techniques. The Engagement Theory promotes user engagement mechanisms, demonstrating how collaborative and participatory tools like online forums, polls, and Q&A sessions increase student participation. Finally, the gamification component is informed by Self-Determination Theory (SDT) and Gamification Theory, which emphasize how autonomy, competence, and relatedness increase intrinsic desire to participate in library activities. Together, these theories describe how social media could improve student awareness, participation, and motivation, ultimately improving library service delivery. The paradigm also recognizes contextual limits in African and Kenyan academic environments, where digital literacy deficits, budget constraints, and institutional resistance frequently prevent the full implementation of these theoretical aspirations.

2.8.1 Use and gratification theory

Blumler and Katz (1974) created the Uses and Gratifications Theory, which investigates why people utilize certain media to meet specific needs. Unlike passive audience models, UGT proposes that users actively seek information, entertainment, or relationship (Salubi & Muchaonyerwa, 2018). It distinguishes four primary motivations: cognitive (knowledge seeking), affective (emotional fulfillment), personal

integrative (self-expression), and social integrative (interaction and belonging). UGT illustrates how students use library social media sites to stay up to speed on resources, engage in academic conversations, and fulfill their curiosity through library posts and digital content. However, its implementation in Kenya has contextual challenges—students may have limited access to a reliable internet connection or be unaware of library pages, impeding the gratification process. As a result, understanding local user motivations is crucial for effective content strategy and focused communication.

2.8.2 Self-determination theory

Deci and Ryan (2000) developed SDT, which focuses on intrinsic motivation that is driven by three psychological needs: autonomy, competence, and relatedness. When these requirements are addressed, people will freely engage in activities that provide them with satisfaction and significance. In this study, SDT explains how gamified social media features like challenges, badges, and leaderboards can boost student motivation to connect with library platforms. In Kenya, where most library communication is official, gamification allows for voluntary involvement and peer-driven participation. However, insufficient exposure to digital learning tools among librarians may undermine this motivating pathway, emphasizing the importance of staff training and institutional support.

2.8.3. Engagement theory

The Engagement Theory Kearsley and Shneiderman, (1998) emphasizes that learning takes place through meaningful, engaging, and collaborative activities. It defines three types of engagement: behavioral, social, and cognitive, which improve user participation and connection. In this study, the theory supports the second purpose by demonstrating how interactive tools (e.g., live conversations, feedback forums, and Q&A sessions) can improve the relationship between students and library services. This

theory is particularly important to Kenyan university libraries since social media provides a low-cost platform for real-time academic support. Nonetheless, time restrictions and a lack of online staff presence may prevent consistent engagement.

2.8.4. Gamification theory

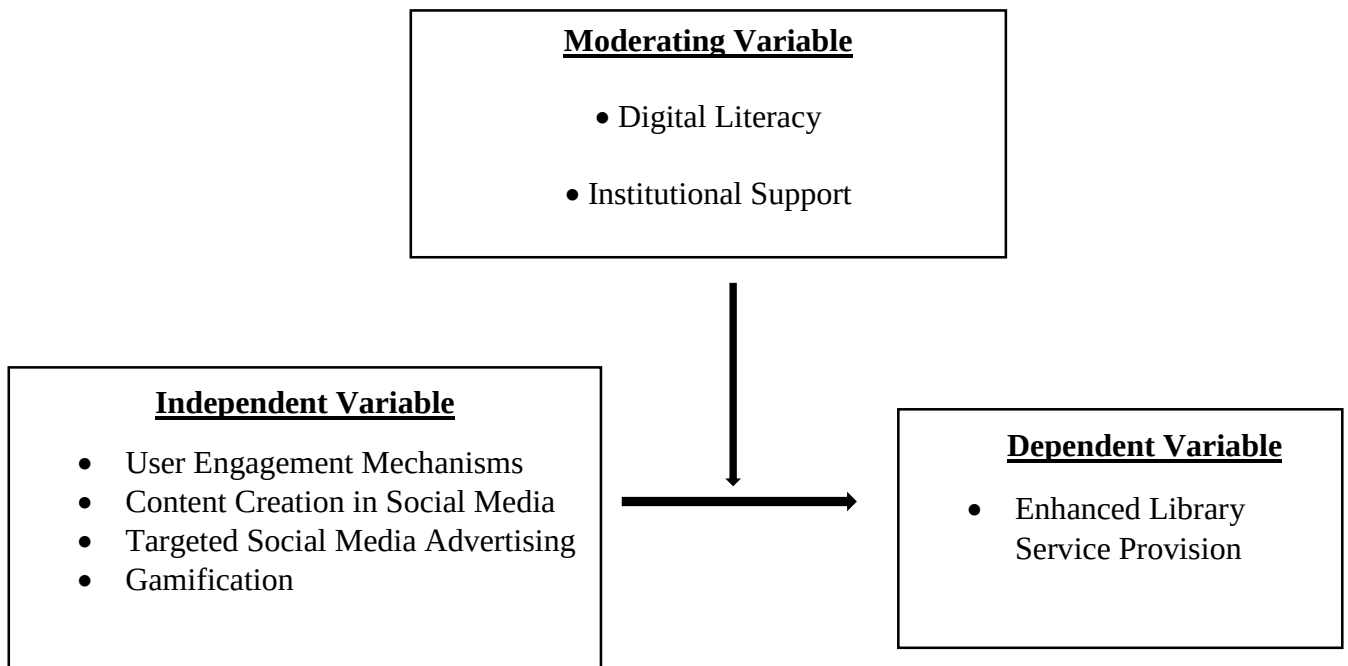
Gamification Theory uses game-design aspects like points, rewards, and leaderboards in non-game contexts to increase user motivation (McGonigal, 2011). It contributes to the fourth objective by demonstrating how lighthearted competition and recognition can increase student participation with library services. Gamification in Kenyan libraries can make studying more participatory and enjoyable, especially for students who are digital natives. However, its acceptance is hampered by a lack of software tools and training for librarians, making implementation inconsistent. Addressing these limits would contribute to the theory's potential for increasing student participation and awareness.

2.9 Conceptual Framework

The variables to be utilized in the study were represented graphically in this way. The study's conceptual framework was shown in

Figure 2.1

Conceptual Framework for the Study



The conceptual framework for this study (Figure 2.1) illustrates the relationship between social media promotion strategies and enhanced library service provision in university libraries. It demonstrates how four independent variables content creation, user engagement mechanisms, targeted social media advertising, and gamification influence the dependent variable, library service provision. These strategies are expected to improve student awareness, accessibility, and utilization of library services. The approach also includes two moderating variables, digital literacy and institutional support, which influence the success of social media campaigns. High levels of staff digital literacy and strong institutional support are expected to reinforce the link

between social media initiatives and better service delivery. In contrast, insufficient digital literacy or weak support structures may restrict their influence.

The conceptual framework brings together insights from Uses and Gratifications Theory, Engagement Theory, Self-Determination Theory (SDT), and Gamification Theory to describe how social media platforms can encourage engagement, motivation, and active participation in academic contexts. The framework thus provides a testable model for understanding how social media promotion methods can improve library service provision in Kenyan higher education settings.

This study proposes that efficient use of social media tactics, including well-designed material, active participation, targeted message, and interactive gamified features, can considerably improve library service provision in universities such as Strathmore and Riara. When librarians have strong digital literacy skills and enough institutional support, implementing these tactics is more likely to succeed, resulting in increased student awareness and engagement with library resources. However, little training, poor infrastructure, and weak institutional policies may undermine the effectiveness of social media techniques, resulting in inconsistent or low user involvement. As a result, the approach not only predicts a favorable association between social media use and library service outcomes, but also acknowledges the contextual factors that influence these outcomes in Kenyan institutions.

2.9.1. Content Creation in Social Media

The quality, relevancy, and consistency of social media material are critical for capturing students' attention and maintaining engagement. Visually engaging infographics, brief movies, and timely resource and event announcements are all examples of effective content development. Platforms like Facebook, Instagram, and YouTube increase visibility and enable libraries to reach a wider audience. Consistent,

well-planned content fosters student trust, improves the library's digital presence, and raises awareness of available services.

2.9.2. User Engagement Mechanisms

User involvement includes interactive features like polls, live Q&A sessions, comment feedback, and discussion threads that encourage two-way conversation between librarians and students. These techniques change social media from a one-way communication channel to a collaborative learning environment. Active participation fosters community, promotes knowledge sharing, and allows students to feel more connected to the library. Timely feedback and responsiveness are critical for sustaining engagement.

2.9.3. Targeted Social Media Advertising

Targeted advertising allows libraries to deliver relevant content to specific student groups based on demographics, academic interests, and engagement history. Sponsored posts, boosted events, and personalized campaigns enhance visibility and ensure that important messages reach the right audience. The success of targeted advertising is measured through engagement metrics (likes, clicks, shares) and conversion rates (students accessing promoted services). In Kenya, resource limitations restrict the use of paid promotions, making strategic targeting critical for maximizing impact.

2.9.4. Gamification in Social Media

Gamification incorporates game-like elements such as quizzes, contests, challenges, leaderboards, and digital badges into library social media activities. These features boost motivation, participation, and knowledge retention by making learning an enjoyable experience. When applied correctly, gamification develops a culture of inquiry and competition, motivating students to explore resources beyond their usual

purpose. Collaborations with IT departments can help libraries with limited resources improve the design and delivery of gamified activities.

2.9.5. Enhanced Library Service Provision

The dependent variable, library service provision, is measured by three key outcomes: student awareness, service accessibility, and resource utilization. Improved service supply leads to more engagement with digital and physical resources, better academic outcomes, and higher student satisfaction. The conceptual framework stresses how incorporating social media tactics within a supportive institutional environment can change libraries from passive information repositories to dynamic, participatory academic venues.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter outlined the methodological approach that was guide the study in addressing the research problem in a systematic and rigorous manner. According to Creswell and Creswell (2018), research methodology refers to the strategies and procedures used for collecting, analyzing, and interpreting data to better understand a phenomenon. This section detailed the research design, study site, and target population, including the sampling technique and sample size used to select participants. It further described the data collection methods employed, the tools used to ensure validity and reliability, and the data analysis procedures that was applied. Given that the study involves human participants, the chapter also addressed ethical considerations, ensuring that all research processes align with academic integrity and institutional ethical standards.

3.2 Research Design

This study employed a descriptive mixed-methods research design, combining both quantitative and qualitative approaches to examine how private university libraries in Nairobi, specifically Strathmore and Riara Universities, utilize social media strategies to improve library service delivery. This methodological choice allows the researcher to measure usage patterns while also exploring contextual depth in strategic implementation and user engagement facilitating robust triangulation of data sources and perspectives (Creswell & Plano Clark, 2017; Oranga, 2025; Younas et al., 2025). Although data was collected from two institutions, the study did not adopt a comparative framework. Instead, it utilizes a pooled case study approach, treating the universities as representatives of broader trends in private higher education institutions.

This strategy permits the identification of generalizable patterns across similar contexts while retaining sensitivity to institutional nuances an approach supported by contemporary educational and policy research methodologies (Mekonen et al., 2025; Terefe et al., 2025; Yin, 2018). Distinctive features such as platform preferences, engagement frequency, or promotional tone might emerge during analysis, and was acknowledged where relevant, though not as the central focus of inquiry.

The practice of employing descriptive survey designs in library and information science research was long established. For example, Nyakweba et al. (2022) studied digital library services at Kenyan institutions, revealing trends in student engagement and access. Similarly, Mensal and Onyancha (2021) investigated social media adoption in Ghanaian academic libraries, focussing on its function in increasing service exposure and user engagement. Kim (2015) and Brigham (2015) found that gamification tactics, as assessed through descriptive questionnaires, significantly boost student motivation and participation in library settings.

The descriptive design was ideal for monitoring social media usage by library staff and students, identifying digital library promotion patterns, and assessing resource consumption, accessibility, and service awareness. Methodological literature strongly endorses this design when investigating digital engagement in practical settings (Bryman, 2006; Creswell & Plano Clark, 2017). The integration of qualitative tools and document analysis ensures contextual validity and application-oriented relevance (Bowen, 2009; Kutsyuruba, 2023; Morgan, 2022)

3.3 Location of study

The research was carried out at the libraries of two private universities in Nairobi, Kenya: Riara University, located on Raila Odinga Way near Nyayo Highrise Chief Camp, and Strathmore University, located on Ole Sangale Road off Lang'ata Road.

Both universities were deliberately selected based on inclusion criteria that included accreditation and administrative autonomy, non-rural settings with advanced digital systems and strong internet penetration, and an active social media presence in library operations.

These two institutions were chosen as joint case studies because they are technologically advanced and socially active private universities in Kenya that have used social media into library service delivery. Pooling the two sites resulted in a more comprehensive and representative understanding of how social media promotion strategies work within private higher education institutions with similar governance structures, resource capacities, and user demographics. Because both universities serve comparable student populations who are digitally literate, urban, and reliant on online communication, their combined analysis resulted in a broader dataset and more generalized findings for Kenya's private university libraries.

Since the study's main goal was to look at the general trends and efficacy of social media promotion strategies rather than institutional differences, a comparative approach was taken into consideration but was ultimately determined to be less appropriate. By combining the two schools, the study focused on common patterns and shared experiences in content development, user engagement, targeted advertising, and gamification, generating findings applicable to similar academic contexts across Kenya's private university sector. Public universities were omitted because of their centralized administrative systems, limited social media activity, and unique funding mechanisms that could introduce variables unrelated to the study's objectives. Thus, the selected universities provided a perfect backdrop for assessing how social media can improve library service delivery in well-resourced and autonomous academic settings.

3.4 Target population

In this study, the target population included participants who possess similar characteristics and opinions important for meeting the goals of the research. The focus was on the IT and Computer Science students as well as the head librarians of Strathmore and Riara Universities, both private universities in Nairobi, Kenya. These participants purposively sampled because of their engagement with library services and digital technologies, which helps to assess the impact of social media promotion on the provision of library services.

Computer Science and IT students were particularly relevant because of their advanced familiarity with digital platforms, social media, and online content creation due to their active participation in social media. These students serve as primary respondents for evaluating mechanisms of participation, preferences, responsiveness to gaming elements, and targeted advertising, which were vital independent focus variables for the study. Because of their technical proficiency, they could also assess how well libraries use social media as a tool for engagement and promotion, guaranteeing that the study includes well-informed viewpoints on the efficacy and digital reach of library services. On the other hand, head librarians were essential to the management and execution of library policies, including those pertaining to digital outreach and promotion. Their perspectives were crucial for comprehending the viability, preparation, and tactical application of social media platforms in academic libraries. They offer institutional viewpoints on policy issues, staff training needs, and financial limitations that affect initiatives for digital engagement. Their participation guarantees that organizational perspectives and student experiences were included in the study. Based on particular inclusion criteria, Strathmore and Riara Universities were selected as field sites. Compared to public universities, which frequently encounter administrative barriers

when implementing digital strategies, private universities exhibit more autonomy in incorporating technological advancements. These universities were perfect for assessing the integration of contemporary promotional strategies in library service delivery because they had robust digital learning environments, well-developed technological infrastructure, and active social media use for academic engagement. Furthermore, a more thorough examination of the opportunities and difficulties in using social media as a communication and outreach tool for university libraries was made possible by the diverse digital engagement patterns of their student populations.

The study guarantees a thorough assessment of content creation, user engagement mechanisms, targeted advertising, and gamification strategies by choosing participants who had firsthand experience with social media-driven library services. This gives a practical advice for improving library service delivery in academic environments.

Table 3.1

Target population

Institution	T-population
Strathmore University	1100
Riara University	1000
Total	2100

3.5 Sample size

To determine an appropriate and statistically reliable sample size, this study applied Taro Yamane's formula for sample size calculation:

$$n = N / (1 + N(e^2))$$

Where:

- n = sample size
- N = total population size

- e = margin of error (set at 0.05 for 95% confidence level)

Given the total estimated population (N) of 2,100 (combined IT and Computer Science students and relevant library staff across Strathmore and Riara Universities), the calculation was as follows:

$$n = 2100 / (1 + \frac{1}{2100} (0.05)^2)$$

$$= 2100 / (1 + 0.0025)$$

$$= 2100 / 1.0025$$

$$= 2096.9$$

$$n = 336$$

Therefore, the required sample size was 336 participants that was IT and Computer Science students (150 from each university) and 36 librarians (18 from each university).

Table 3.2

Sample Size

Category of Participants	Riara	Strathmore	Total
Students	150	150	300
Librarians	18	18	36
Total	168	168	336

Current staff members and students from the two universities who volunteer to engage in the study was considered participants. The sample size assures representative results while remaining within real-world research limits by balancing statistical sufficiency and practical feasibility. Students studying computer science and information technology were particularly well-suited to evaluating important independent variables such as gamification tactics, content creation, targeted advertising, and user engagement mechanisms because they frequently interact with digital platforms and social media.

3.6 Sampling technique

Two sampling approaches distinct from the nature and scope of each of the participants were used in this research: simple random sampling for the students, and purposive (census) sampling for the staff in the librarians. Simple random sampling was used to select the Computer Science and Information Technology students at Strathmore and Riara Universities. This technique provided the likelihood of every student within the population selected, thereby excluding selection bias and enhancing the representativeness of the sample. With the large number of students and contributions of students from various backgrounds were required about user engagement, content interaction, and gamification attitudes, random sampling was appropriate to gather various opinions reflecting the overall student experience with library social media services.

On the other hand, purposive sampling (census method) was used in recruiting librarians and heads of librarians. Due to the fact that the population size for this case was relatively small, 18 librarians in each institution, such a method makes the study sample all the deserving members of staff for library service administration and publicity. Their professional roles add to their value as informants in assessing strategic implementation, resource matters, and institutional attitudes regarding the use of social media in academic libraries. The availability of all retrievable librarian staff ensures well-rounded and credible information consistent with the objectives of the study. This two-strategy design was justified by the need for extensive student involvement. and specialist concentrated feedback in order to adequately examine the role that social media publicity tactics had on the delivery of library services.

3.7 Data collection

In this research, two research instruments were used for data collection. They are

- I. Interview schedule for library manager
- II. Questionnaire for librarians and students

3.7.1. Questionnaire

In this study, the questionnaire formed part of the key research tools used to acquire data from both students and Strathmore and Riara University librarian staff. The questionnaire was designed to capture detailed information regarding the effectiveness of social media advertising campaigns in enhancing library service delivery. Development of the questionnaire adhered to research objectives and conceptual framework of the study to ensure that all questions had direct correspondence to the main variables in question, namely content creation, user engagement, social media advertising directed at special groups, and gamification. The questionnaire was divided into four sections. The first section collects demographic information such as age, sex, academic status (for students) and job title or function (for librarians). This information was essential in identifying responses and establishing patterns among different sets of participants.

Section two dealt with the utilization and understanding of social media networks among respondents and reports data for the content creation variable. Section three examines opinions regarding the efficacy of social media strategies, including user participation mechanisms, intentional advertisements, and gamification measures. This section employed closed-ended questions, most of which appear in the form of a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" to measure attitudes and experience on a standardized scale. The final section consisted of open-ended questions through which respondents could offer individual opinions, thoughts, and suggestions for increasing social media use in library services. For inclusivity and extensive participation, the questionnaire was made available in paper (hard) and

electronic versions. The tool was pre-tested with a small set of participants before actual data collection occurs. Pre-test responses were employed to enhance questions, ensure maximum clarity, and reduce bias. A full version of the questionnaire was presented in Appendix V.

3.7.2. Interview

In the course of data collection, library managers at Strathmore and Riara Universities were interviewed. They were selected based on their leadership roles in overseeing library services and actual involvement in implementing and evaluating social media strategies in their organizations. They were expected to provide in-depth qualitative data that was complement the quantitative data collected using questionnaires. The interviews was conducted semi-structured to allow for free and flexible discussion while keeping to the point and within the key themes of the purpose of the study. The questions within the interview guide had been allocated to four categories which were representative of one of the main variables from the conceptual framework. The first section explored social media usage in library services and poses questions to uncover the most used platforms, the nature of content that was posted, and how content creation was beneficial to marketing library services. The second section was about user engagement practice and challenges that librarians experience when interacting with students on online platforms. This section was intended to uncover how social media promotes interaction and what limitations affect interaction.

The third section of the interview guide examined the use of targeted marketing to target specific student groups, such as postgraduate or undergraduate students, and the success of such methods in raising the profile of library services. The final section was focused on innovation and gamification, where it questions if game-based approaches, such as digital badges, competitions, or leaderboards, had been utilized and how they influence

student engagement. Interviews were in person or virtual, as preferred and most convenient for the participants. Ethical practices were ensured through having all the participants sign an informed consent before participating and the interviews being held with utmost confidentiality and recorded and transcribed. These interviews were expected to provide rich insights into the implementation of social media strategies in action and was add to our understanding of how digital technologies could be leveraged to advance library services. The full interview guide used in this study was presented in Appendix IV.

3.7.3 Pretesting of Research Instruments

Prior to formal data collection, this study undertook a pretesting exercise, not a full pilot study, to evaluate the clarity, relevance, and reliability of the research instruments. In academic research, pretesting serves as a preliminary review of data collection tools to identify ambiguous wording, structural inconsistencies, and potential measurement errors (Kabir, 2016; Mugenda & Mugenda, 2012) Unlike a pilot study, which might assess broader feasibility aspects or preliminary hypotheses, pretesting focuses specifically on refining the instruments to ensure their effectiveness in capturing intended constructs. The pretest was conducted at the Nairobi Campus Library of Kenya Methodist University (KeMU) selected for its comparable characteristics to Strathmore and Riara University libraries. KeMU's urban environment, technological infrastructure, and student demographic closely mirror the study sites, thereby enhancing instrument contextual relevance.

A total of 15 participants was involved in the pretest, comprising 10 students selected through stratified random sampling and 5 librarians chosen via purposive sampling. These individuals were expected to possess similar traits to the target population, particularly in terms of digital literacy, familiarity with library services, and active

engagement on social media platforms. Feedback from the pretest revealed areas needing refinement. Several technical terms were simplified, ambiguous questions were rephrased, and the order of sections was adjusted for better logical flow. The Likert scale items were reviewed for consistency, and redundant questions were eliminated. The significance of the pretest lay in its contribution to improving the validity and reliability of the research tools. It ensured that the questionnaire and interview schedule were contextually appropriate, easy to understand, and aligned with the study objectives. Furthermore, the process enhanced construct validity by confirming that all key variables were adequately represented. By identifying and correcting potential weaknesses early, the pretest minimized measurement errors, increased instrument accuracy, and strengthened the credibility of the overall study findings. Data collected during the piloting were not included in the final analysis, as the purpose of the exercise was solely to refine and validate the tools for the main study.

3.8. Validity and Reliability

3.8.1. Validity

The validity and reliability of the research tools were crucial in ensuring that the data obtained appropriately represented the variables under consideration. According to Creswell & Creswell (2018), validity relates to how well an instrument measures what it was designed to assess, whereas reliability concerns the consistency and stability of these measurements across time. To improve validity, the questionnaire and interview guide were created directly from the study objectives and conceptual framework, ensuring that each item was related to a specific construct such as content production, user engagement, targeted social media advertising, and gamification.

Three types of validity were explored; construct validity was established by matching all questions to theoretical constructs generated from the conceptual framework and

literature (Mugenda & Mugenda, 2012). The study supervisor and two library and information science specialists conducted an expert review to ensure content validity. Their comments ensured that all relevant areas of inquiry were adequately addressed, and that the instruments accurately represented the research problem. Face validity was assessed during the pretest, with respondents confirming that the questions were clear, relevant, and simple to understand.

Validity checks resulted in instrument refinement, including rewording unclear items, eliminating redundant questions, and reorganizing the questionnaire structure for logical flow. These changes increased the instruments' clarity and usability, increasing their ability to collect relevant and reliable data.

3.8.2. Reliability

Reliability was assessed using both quantitative and qualitative standards. The split-half approach was used with the quantitative instruments, and Cronbach's alpha coefficient was used to assess internal consistency. According to Taylor and Francis Knowledge Center (2024), Cronbach's alpha is a widely accepted measure of internal consistency, with scores of 0.70 or higher indicating good reliability and an acceptable range of 0.70 to 0.95. The coefficients found in this investigation fell within the permitted range, demonstrating the questionnaire's internal consistency.

Trustworthiness was ensured for qualitative data by following the concepts of dependability, credibility, confirmability, and transferability (Kabir, 2016). Dependability was achieved by systematically documenting data collection procedures; credibility was increased by triangulating data sources from interviews and questionnaires; confirmability was ensured by keeping detailed field notes and recordings; and transferability was aided by providing contextual information that allows replication in similar settings.

Collectively, these approaches confirmed the validity and reliability of the research tools, ensuring that the data collected accurately and consistently reflected participants' actual viewpoints on social media promotion strategies and their impact on library service provision.

3.9. Data collection technique

Data collection involved systematically gathering and measuring information on targeted variables to answer research questions, evaluate outcomes, and resolve emerging issues (Research Consult Uganda, 2024). In this study, data was collected using two tools: questionnaires and interviews.

3.9.1 Procedures for Administering Questionnaires

This study employed questionnaires as the primary data collection tool to evaluate the effectiveness of social media promotion strategies in enhancing library service provision. The questionnaire design aligns with the study objectives, focusing on key independent variables such as content creation, user engagement mechanisms, targeted advertising, and gamification. A pilot test was conducted to refine the questions for clarity and relevance before full implementation.

Participants were selected using simple random sampling for the students, and purposive (census) sampling for the staff in the librarians, ensuring balanced representation between 200 students and 30 librarians from Strathmore and Riara Universities. With a two-week deadline for completion, questionnaires were sent physically in university libraries and electronically via email and social media platforms including WhatsApp and Instagram, Twitter or Facebook Direct Messaging to respondent who was comfortable providing their personal number for the

questionnaires administration. Participants got periodic reminders to maximize response rates.

Responses checked for accuracy and completeness after retrieval in order to remove any discrepancies. SPSS for quantitative data and thematic analysis for qualitative insights was used to prepare the cleaned data for analysis. A thorough assessment of social media-driven library services was supported by this methodical approach, which guarantees data reliability and alignment with the study variables.

3.9.2 Procedures for Conducting Interviews

This study was utilized in-person interviews to collect qualitative data from librarians at Strathmore and Riara University Libraries. The researcher personally visited both institutions to facilitate face-to-face discussions, ensuring direct engagement and accurate data collection. To maintain efficiency and convenience, interview appointments and dates was scheduled in advance, allowing participants to select times that accommodate their availability (Taherdoost, 2022). Each interview begin with a brief overview of the study, where the researcher outlined its objectives, purpose, and expectations before proceeding with the interview questions.

By helping to arrange interview locations, the university librarian was act as coordinators. This facilitated efficient logistics and guarantee a systematic approach to respondent recruitment. In order to ensure a fair representation of institutional viewpoints and user experiences regarding social media promotion approaches in library service delivery, the researcher also interacted with the librarians through prearranged appointments.

Participants were urged to share in-depth information about the study's main independent variables; content production, user engagement strategies, targeted advertising, and gamification during the interviews. Ethical principles, such as

informed consent and confidentiality, was rigorously adhered to throughout the process, and responses was accurately recorded both digitally and manually.

3.10. Data Analysis and Presentation

Data analysis and presentation was involve systematically organizing, interpreting, and visualizing the collected data to derive meaningful insights on the effectiveness of social media promotion strategies in enhancing library service provision.

3.10.1. Analysis of quantitative data

The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the data. To extract relevant information for conclusions, the obtained raw data was cleaned and processed. Before analysis, both qualitative and quantitative data was collected, and the responses to the questionnaire was sorted and reviewed to make sure no information was missing or inaccurate. The data was numerically coded following modification. The coded data was examined using SPSS version 26. The results interpreted using descriptive statistics. Descriptive statistics was used to organize and summarize a data set's attributes. When assessing data, descriptive statistics helped to clarify the distribution, central tendency, and variability of the observations or responses. The accurate descriptive statistics which included means, percentages, and standard deviation that were generated was aid in the understanding of the data.

3.10.2. Qualitative data analysis

Data analysis was crucial for deriving meaningful insights from experimental or survey data, as outlined by Smith and Doe (2021), who emphasize the importance of employing various techniques and applications in modern research. For this study, both qualitative and quantitative data was analyzed using thematic analysis, sorting, and coding, respectively. The data acquired for this study was analyzed using the Statistical Program for Social Science (SPSS). This involved the use of frequency tables and

percentages for data sorting and display. The presentations of the data analysis results included written summaries, tables, figures, and charts.

When analyzing qualitative data, the researcher concentrated on meaning and contextual sensitivity rather than making broad generalizations, and on phenomenon descriptions rather than measuring particular variables. Data was evaluated along the indicated codes using a qualitative technique, starting with summaries. This approach was made it possible to adequately explain the data utilizing the unique subjective frames and expressions of each participant before turning to interpretation. All viewpoints and remarks from the interview was presented exactly as they were expressed, and the researcher's conclusions and suggestions for the study was derived from inferences drawn from the analysis.

3.11. Ethical and logistical considerations

Ethical considerations were critical to ensuring the study's integrity, transparency, and credibility. Prior to data collection, the researcher obtained an official research permit from the National Commission for Science, Technology, and Innovation (NACOSTI), which granted permission to conduct the study at Strathmore and Riara Universities. Additional permission was obtained from the different university administrations to access participants and gather digital and physical data.

All participants were properly informed about the study's goal, procedures, and anticipated results. Participation was voluntary, and each respondent completed an informed consent form indicating their willingness to participate in the study. Respondents were also notified of their freedom to withdraw at any time, without penalty.

To ensure anonymity and confidentiality, nobody's personal data was requested in the questionnaire or interview schedules. Responses were number coded to avoid

associating persons to their data. All digital comments received via online platforms such as Google Forms or email were saved on a password-protected drive accessible only to the researcher. Physical documents, such as signed consent forms and hard-copy questionnaires, were securely stored in a locked cabinet. To protect respondents' privacy, all identifying data, both digital and physical, was permanently removed or shredded when data processing was completed.

Additionally, the researcher adhered to the ethical principles of respect, beneficence, and justice (Creswell & Creswell, 2018). Respondents were treated respectfully, their time valued, and no harm psychological or otherwise was caused during the research process. Ethical handling of digital data was particularly prioritized, given the study's partial reliance on online communication tools such as email, WhatsApp, and social media platforms. The research assistant verbally briefed participants on how data would be used and stored, ensuring transparency and trust. These procedures upheld the confidentiality commitments outlined in the consent form and ensured that ethical standards were consistently observed from data collection to report writing.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results and discussions of the study based on the four research objectives. The findings are derived from both quantitative and qualitative data collected from students and librarians at Strathmore and Riara University libraries. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS), while qualitative responses were analyzed thematically to capture deeper insights. The chapter is organized as follows: Section 4.2 presents the reliability statistics of the research instruments; Section 4.3 outlines the response rate; Section 4.4 provides the characteristics of respondents; Section 4.5 presents results on content creation in library service provision; Section 4.6 discusses results on user engagement mechanisms; Section 4.7 highlights results on targeted social media advertising; and Section 4.8 presents findings on the impact of gamification on library services.

4.2 Response Rate and Data Quality

The reliability of the research instruments was tested using Cronbach's Alpha to determine their internal consistency. A Cronbach's Alpha coefficient of 0.7 and above was considered acceptable for this study. The results indicated that all variables had reliability coefficients above the threshold, demonstrating that the instruments used were reliable for data collection. The detailed reliability statistics are presented in Table 4.1.

Table 4.1*Reliability Statistics for Study Variables*

Variable	Cronbach's Alpha
Content Creation (X1)	0.812
User Engagement(X2)	0.786
Targeted Advertising(X3)	0.804
Gamification(X4)	0.791
Service Provision(Y)	0.80

The results show that content creation recorded the highest reliability ($\alpha = 0.812$), followed closely by targeted advertising ($\alpha = 0.804$). User engagement ($\alpha = 0.786$) and gamification ($\alpha = 0.791$) also met the required threshold. This confirms that the instrument items consistently measured the intended constructs across all the study objectives.

4.3 Response Rate

The study targeted a total of 336 respondents, comprising 300 students and 36 librarians from Strathmore and Riara Universities. Out of these, 255 students and 20 librarians successfully participated in the study, giving an overall response rate of 81.8%. According to Mugenda and Mugenda (2003), a response rate of 70% and above is considered adequate for analysis and reporting in social science research. Therefore, the achieved response rate was deemed sufficient for the study. The detailed response rate is presented in Table 4.2.

Table 4.2*Response Rate*

Population	Targeted Population	Actual Participant	Response Rate
Students	300	255	85.0%
Librarians	36	20	55.6%
Total	336	275	81.8%

The results show that the student response rate was higher compared to that of librarians. This can be attributed to the fact that students were more accessible during the study period, while some librarians faced scheduling constraints. Nonetheless, the achieved sample was considered adequate and representative of the target population.

4.4 Characteristics of Respondents

This section presents the demographic characteristics of the respondents. The analysis focused on the academic levels of the student participants and the professional experience of the librarians. These characteristics provide context for interpreting the study findings.

4.4.1 Academic Level of Students

The study sought to establish the academic levels of the student respondents. The results are presented in Table 4.3.

Table 4.3:*Academic Level of Students*

Academic Level	Frequency	Percentage
Year 1	64	25.1%
Year 2	77	30.2%
Year 3	61	23.9%
Year 4	53	20.8%
Total	255	100%

According to the findings, second-year students made up the majority of respondents (30.2%), followed by first-year students (25.1%) and final-year students (20.8%). This distribution shows that the study included perspectives from all academic levels, ensuring a variety of student experiences with library services. Such representation is critical because students at different stages of study frequently use libraries in different ways, with first-year students relying heavily on orientation and basic information services, while senior students increasingly engage with advanced resources and specialized collections (Ilogho & Nkiko, 2014; Onyancha, 2020). According to Njoroge and Kibandi (2018), combining responses from various cohorts increases the validity of findings by reflecting a wide range of user requirements and interactions with academic libraries. Thus, the demographic balance established in this study improves the reliability and generalizability of the findings about library service provision.

4.4.2 Librarians' Level of Experience

The librarians' professional experience was also examined to provide insight into their familiarity with library service promotion practices. The findings are shown in Table 4.4.

Table 4.4

Librarians' Level of Experience

Aspect of Demography	Description	Frequency	Percentage (%)
Length of Professional Tenure	1–5 years	10	32.3
	6–10 years	14	45.2
	Above 10 years	7	22.5
	Total	31	100.0

According to the results in Table 4.4, nearly half of the librarians (14, 45.2%) had between 6 and 10 years of professional experience, while 7 (22.5%) had served for more than 10 years. A smaller proportion (10, 32.3%) had 1 to 5 years of experience. This distribution indicates that the majority of participating librarians possessed substantial professional tenure, which is regarded as sufficient to provide credible insights into service provision and the adoption of social media in academic libraries. The findings suggest that the respondents were well positioned to reflect on both opportunities and challenges of integrating digital platforms into library practice. Comparable findings were highlighted by Aina and Mabawonku (2019), who reported that librarians in Nigerian universities typically possessed between 5 and 10 years of work experience, which was regarded as sufficient to ensure professional competence in managing library innovations. They further noted that sustained tenure allows staff to accumulate practical knowledge, adapt to technological changes, and provide credible insights into service delivery practices.

4.5 Content Creation on Social Media Enhances Student Awareness

The first objective of this study was to assess the role of content creation in enhancing library service provision in Strathmore and Riara University libraries. The statements focused on several aspects of student engagement, including awareness of library social media, perceived relevance of posts, familiarity with platforms, timeliness of updates, and the extent to which students follow library accounts. The respondents were expected to respond to the statements by choosing their best opinions in a 5-level Likert rating scale. where: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree, as summarized in Table 4.5.

Table 4.5*Student Perceptions of Library Content Creation (N = 255)*

Statement on content creation (N=255)	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Mean	S. D.
Infographics increase awareness of library services	42 (16.5%)	65 (25.5%)	71 (28.0%)	51 (20.0%)	26 (10.0%)	3.15	1.12
Posts about new resources/events improve visibility	36 (14.2%)	70 (27.4%)	65 (25.5%)	56 (22.0%)	28 (10.9%)	3.08	1.14
Short videos are effective in attracting student attention	31 (12.0%)	58 (22.7%)	73 (28.6%)	62 (24.3%)	31 (12.4%)	2.94	1.18
Regular content builds trust and interest in the library	44 (17.3%)	79 (31.0%)	70 (27.5%)	43 (16.9%)	19 (7.3%)	3.21	1.25

The findings show that student involvement with library social media was generally low across all modes of interaction. The most common behavior was reacting to posts (likes), where 46 students (18.0%) frequently reacted and 85 students (33.3%) occasionally did so, giving it the highest mean score ($M = 2.51$, $SD = 1.05$).

Asking questions in Q&A sessions ranked second ($M = 2.40$, $SD = 1.03$), with 40 students (15.7%) frequently engaging and 78 students (30.4%) occasionally participating. Participating in polls followed closely ($M = 2.30$, $SD = 1.01$), where 32 students (12.5%) frequently and 73 students (28.6%) occasionally took part. The least popular engagement was commenting on posts ($M = 2.23$, $SD = 0.98$), with only 26

students (10.2%) frequently commenting and 65 students (25.5%) occasionally doing so, while a majority rarely or never commented. Overall, the results indicate that passive interaction (liking posts) was the most preferred engagement mechanism, whereas active participation (commenting, polls, Q&A) remained relatively low.

To supplement the quantitative findings, open-ended questions were asked to both students and librarians to investigate alternative ways that content production could be used to raise awareness and engagement with library services. One responded: "What other ways can the library increase students' awareness of its social media presence?" First, many students emphasized the importance of increased consistency and visibility, suggesting regular posting schedules, timely notices before major events, and more frequent updates. As one respondent stated, "Regular updates would keep us engaged; sometimes the library posts are too far apart." Second, students underlined the significance of content variety, recommending more interactive formats such as Instagram reels, Q&A sessions, and brief explanatory videos. A participant pointed out, "More students would actually watch and learn if the library used short tutorials on how to access e-resources."

Finally, respondents suggested establishing partnerships and conducting cross-promotions to increase accessibility. They proposed collaborating with clubs and student associations to reach a larger audience. A pupil commented, "Posts would reach more people if the library partnered with student councils because students already follow those pages." These responses indicate that while awareness exists, students believe consistent, interactive, and collaborative content strategies would further strengthen the library's online presence.

Librarians were asked three guiding questions on content creation: (i) *What types of content does the library create for social media promotion?* (ii) *Which formats (videos,*

infographics, articles) are most effective in reaching students? and (iii) How do you ensure content is relevant and engaging?

According to the data, the majority of librarians (12, 60.0%) identified graphic and video design training as the most important technique for boosting social media content development. Five librarians (25.0%) suggested greater engagement with ICT or communications departments to supplement technical skills and boost creativity. A lesser fraction (3, 15.0%) stressed the importance of special financial allocations for content development tools. Collectively, these findings show that talent development and institutional support are regarded as essential accelerators for boosting content creation in university libraries. Most librarians said they relied on basic content formats like infographics, written bulletins, and posters.

According to a Riara University librarian, "We post about new e-books and events, but we lack the tools to create videos or interactive content." The usage of event posters and infographics was consistently identified as the most effective method, owing to the rapid response these forms produced from students. According to a Strathmore University librarian, "Students interact more with visual posters, particularly those about forthcoming workshops and events." However, librarians underlined substantial budget and expertise constraints, particularly in video editing and design. This limitation hampered their capacity to diversify material. According to a participant: "We know videos attract students, but creating them consistently without proper training is difficult."

The qualitative findings back up the quantitative data that content creation increases awareness, especially through infographics and consistent posting. However, both students and librarians noted deficits in content diversity and quality. Students emphasized the need for more engaging and collaborative approaches, while librarians

cited skill and resource limits. These findings are consistent with Karanja (2018), who stated that effective content creation in academic libraries needs quality and consistency. They also align with Katz et al.'s (1974) Uses and Gratification Theory, which proposes that unless content is adjusted to satisfy student needs, engagement levels may remain low. Overall, data suggests that content production improves service delivery, although its potential influence is limited by institutional capacity and librarian competencies.

4.6 Effectiveness of User Engagement Mechanisms

The second objective of the study was to determine the effectiveness of user engagement mechanisms, such as polls, comments, likes, Q&A sessions, and direct messages, in promoting library service delivery to students. The second objective of this study was to assess the efficacy of user engagement mechanisms such as polls, comments, likes, Q&A sessions, and direct messages in increasing library service delivery to students. The statements collectively addressed how students connected with library social media platforms using various strategies. Responses were scored on a four-point scale: 1 = Frequently, 2 = Occasionally, 3 = Rarely, and 4 = Never, as shown in Table 4.6.

Table 4.6*Frequency of Student Participation in Engagement Mechanisms (N = 255)*

Statements on engagement mechanism (N=255)	Frequently (1)	Occasionally (2)	Rarely (3)	Never (4)	Mean	SD
Participating in polls	32 (12.5%)	73 (28.6%)	90 (35.3%)	60 (23.6%)	2.30	1.01
Commenting on posts	26 (10.2%)	65 (25.5%)	106 (41.6%)	58 (22.7%)	2.23	0.98
Asking questions (Q&A)	40 (15.7%)	78 (30.4%)	83 (32.5%)	54 (21.4%)	2.40	1.03
Reacting to posts (likes)	46 (18.0%)	85 (33.3%)	76 (29.8%)	48 (18.9%)	2.51	1.05

The findings show that student involvement with library social media was generally low across all modes of interaction. Reacting to posts (likes) had the highest mean ($M = 2.51$, $SD = 1.05$), with 46 students (18.0%) frequently engaging, 85 (33.3%) occasionally, and the rest engaging rarely or never. This suggests that passive involvement, such as liking posts, was the most common behavior. The students were posed an open-ended question: *"What would make library social media more useful to you as a student?"* Some students said they would be more likely to comment or ask questions if posts were directly related to their course content. One student commented, *"If the posts were related to our assignments or research topics, I would definitely engage more."* Others showed an interest in additional dynamic elements like quizzes, polls, and discussion threads. A respondent wrote: *"Polls are good, but the library should make them fun and related to what we study."*

Librarians were asked: *"How do students respond to the library's social media posts (likes, shares, comments, and inquiries)?"* What strategies have you used to increase student engagement? *"How do you track engagement levels, and what patterns or*

trends have emerged?" When probed on challenges, librarians identified three main barriers: low responsiveness from students (n = 7, 35%), time limitations for managing interactive content (n = 6, 30%), and lack of creative digital tools for stimulating dialogue (n = 4, 20%). A few also mentioned that students seemed to view library social media as a noticeboard rather than a conversation space (n = 3, 15%). Librarians' interaction patterns repeatedly revealed that likes were the most popular form of involvement. According to one librarian, *"Students like posts, especially event posters, but very few comment or ask questions."* Some librarians described using polls, tagging student associations, and publishing highlights from student events to encourage participation and according to a Riara librarian, *"We tried interactive polls, but participation is still limited."*

The combination of student and librarian responses indicates that, while social media has the potential to facilitate two-way communication, it is now used mostly as a noticeboard for library updates. Students expressed a desire to participate more actively if the content was dynamic, academically meaningful, and met with prompt librarian responses. Librarians, on the other hand, recognize resource and staffing limits that limit their ability to maintain interactive practices.

These findings resonate with Mabweazara and Zinn (2020), who noted that university students often consume library information passively online, and with Kim and Sin (2021), who argued that meaningful engagement requires both relevant content and active facilitation by library staff. Addressing the identified gaps in responsiveness, content design, and staff capacity could help transform library social media from an information delivery tool into a platform for genuine engagement and collaborative learning.

4.7 Targeted Social Media Advertising

The third objective of this study was to assess the influence of targeted social media advertising on students' access to and awareness of library services. To address this objective, respondents were presented with a series of statements designed to capture their perceptions and experiences. Responses were recorded using a five-point Likert scale, where: 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree, the aggregated results are presented in Table 4.7.

Table 4.7

Student Perceptions of Targeted Advertising (N = 255)

Statement on targeted advertising (N=255)	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Mean	SD
Sponsored posts make me more aware of library services	25 (9.8%)	31 (12.2%)	98 (38.5%)	64 (25.1%)	37 (14.4%)	2.88	1.01
Paid promotions improve my chances of accessing resources	21 (8.2%)	29 (11.4%)	90 (35.3%)	72 (28.2%)	43 (16.9%)	2.74	0.98
Targeted ads encourage me to attend library events/workshops	23 (9.0%)	30 (11.8%)	96 (37.6%)	70 (27.5%)	36 (14.1%)	2.79	1.03

The findings indicate that targeted advertising had a limited impact on students' awareness and involvement. Approximately 56 students (22%) acknowledged that sponsored posts enhanced their awareness of services, yet over 85 students (33.3%)

expressed neutrality on the matter. The average scores ($M = 2.74\text{--}2.88$, $SD = 1.01$) imply that most students did not strongly believe that targeted advertising significantly affected their access to or interaction with library services. To enhance these findings, students were asked: *“What kind of social media content would you prefer to see more frequently from the library, and why?”* The answers revealed various preferences. Numerous students indicated a wish for content focused on academics, such as updates regarding new e-books, journal subscriptions, and research advice. One participant mentioned, *“If the library shared more information about resources directly related to my coursework, I would pay more attention.”* Another recurring theme was content centered around events, where students noted that promotional posts about workshops, lectures, or training sessions assisted them in planning ahead. Others highlighted the importance of practical learning resources, stating that *“tutorial videos and infographics are simpler to follow than lengthy text posts.”* These preferences indicate that while students may not be significantly swayed by paid advertising, they appreciate content that is academically pertinent, timely, and easy to digest.

Librarians were also posed a series of interview questions regarding targeted advertising, including their strategies for paid ads or audience segmentation, how they determine student demographics for promotions, and the challenges they encounter. Their responses indicated a cautious and resource-constrained approach. The majority of librarians mentioned that their libraries primarily depend on free posts and organic reach, with paid promotions being utilized only sporadically. One librarian remarked, *“We seldom use paid ads because our budget does not allow for them. We aim to maximize free channels.”* Regarding targeting, librarians explained that they typically rely on broad student categories, such as undergraduate versus postgraduate, or faculty-based groupings, rather than intricate audience segmentation. As another librarian

expressed, *“We lack tools for advanced targeting, so we generally post broadly and hope it reaches the appropriate targeted group.*

The primary challenges identified were inadequate budget allocations, which restrict the use of sponsored posts, and a lack of responsiveness from students, where even promoted posts did not generate significant interaction. One librarian noted, *“Even when we attempt to boost posts, the reach does not meet expectations, making it feel like a poor investment.”* Another mentioned that technical deficiencies in utilizing advertising tools further limited their initiatives.

The results indicate that while students acknowledge the potential benefits of social media advertising, their engagement is still minimal unless the content is academically relevant and presented in user-friendly formats. Conversely, librarians recognize the value of paid advertising but encounter structural obstacles, particularly budget limitations and insufficient training in ad optimization. These observations align with the findings of Abubakar and Buba (2021), who noted that financial constraints impede academic libraries from adopting advanced promotional tools, and Nyamboga and Kemparaj (2019), who emphasized the need for strategic planning and institutional backing for effective digital library marketing.

In summary, targeted advertising is still an underused strategy in the libraries of Strathmore and Riara universities. Enhancing institutional support, developing staff capabilities, and aligning advertisements with the academic needs of students could convert this strategy into a more effective promotional tool for library services.

4.8 Assessing the Impact of Gamification on Library Engagement

The four objective of this study was assess how gamification strategies on social media, such as quizzes, contests, and challenges, contribute to student engagement with library services. Responses were recorded using a five-point Likert scale, where 1 = Strongly

agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree, the aggregated results are presented in Table 4.8

Table 4.8

Student Perceptions of Gamification Strategies (N = 255)

Statement	on	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
gamification								
(N = 255)		(1)	(2)	(3)	(4)	(5)		
Quizzes	make	20.4%	30.2%	27.5%	14.5%	7.4%	3.42	1.08
library pages	more	(52)	(77)	(70)	(37)	(19)		
interesting								
Contests	and	18.0%	28.3%	29.0%	15.6%	9.1%	3.36	1.10
challenges		(46)	(72)	(74)	(40)	(23)		
motivate								
engagement								
Badges/rewards		16.1%	26.6%	33.7%	15.2%	8.4%	3.27	1.07
encourage		(41)	(68)	(86)	(39)	(21)		
participation								

The findings suggest that gamification generally had a beneficial impact on student engagement, though the degree of agreement varied depending on the strategy employed. Quizzes were identified as the most effective method, with 20.4% (n = 52) strongly agreeing and 30.2% (n = 77) agreeing that quizzes made library pages more engaging. In total, more than half of the students (50.6%, n = 129) had a positive perception of quizzes, resulting in a mean score of 3.42.

Contests and challenges also yielded promising outcomes, with 18.0% (n = 46) strongly agreeing and 28.3% (n = 72) agreeing that these activities encouraged participation. In total, 46.3% (n = 118) of participants reported favorable opinions, leading to a mean score of 3.36. Badges and rewards received a somewhat less enthusiastic response. While 42.7% (n = 109) of students agreed that badges promoted ongoing participation, a significant number (33.7%, n = 86) remained neutral. The mean score of 3.28 indicates that although students acknowledge the potential benefits of rewards, their influence on engagement is less pronounced compared to quizzes and contests. In summary, the quantitative results emphasize that students are most responsive to interactive, competitive, and knowledge-driven activities that actively engage them in learning and community development.

To enhance these findings, librarians were surveyed regarding their experiences with gamification, student feedback, and recommendations for improvement. Their perspectives highlighted both potential benefits and obstacles.

The majority of librarians indicated that quizzes and contests were the most frequently utilized gamification strategies, often associated with library orientations, literacy weeks, or themed events. One librarian remarked, “When we conduct quizzes about library resources, engagement increases, and students are eager to challenge themselves.” Nonetheless, responses varied, and librarians observed that participation dropped without appealing incentives.

When discussing challenges, 40% (n = 8) of librarians identified the absence of specialized software and tools as the primary barrier, limiting their capacity to create interactive and visually engaging gamified experiences. An additional 30% (n = 6) pointed out the restricted time available for planning and executing gamification activities, explaining that competing duties frequently sidelined these efforts.

Insufficient training was noted by 20% (n = 4) of librarians, who believed they lacked exposure to innovative gamification techniques. Lastly, 10% (n = 2) highlighted that low student engagement in certain activities discouraged further experimentation.

A librarian from Riara encapsulated the issue: “We have concepts for contests, but without adequate tools and sufficient time, we cannot execute them effectively.”

Another commented: “Training would enable us to devise more engaging methods for students, beyond the basic quizzes we typically use.”

The results indicate that gamification presents a valuable opportunity as a strategy for improving library services, particularly through quizzes and contests that foster active involvement. However, librarian insights reveal that its sustained effectiveness is limited by structural and capacity-related challenges. The absence of software and tools, time constraints, and insufficient training diminish the consistency and quality of gamification efforts. Furthermore, low student participation in some activities hampers further innovation.

4.9 Cross-Analysis of Social Media Promotion Strategies

The findings demonstrate that the four social media promotion strategies content creation, user engagement, targeted advertising, and gamification operate in a mutually reinforcing manner rather than as separate entities. Effective and well-timed content creation lays the foundation for engagement by providing visually appealing and contextually relevant information that captures students’ attention. Engaging content, when coupled with interactive features such as polls, Q&A sessions, or short quizzes, promotes sustained participation and establishes two-way communication between students and librarians. Gamification builds upon this momentum by rewarding participation and transforming otherwise routine library interactions into enjoyable

experiences, while targeted advertising ensures that these initiatives reach specific student groups who are most likely to respond positively.

However, the effectiveness of these strategies was moderated by several contextual factors. Institutional barriers such as limited staff capacity in digital marketing and inadequate budgetary allocation hindered the consistent execution of targeted advertising campaigns. Technological limitations, including unstable internet connectivity and lack of advanced analytics tools, further constrained the reach and monitoring of social media performance. Cultural attitudes within libraries also influenced outcomes; some librarians perceived social media engagement as informal or secondary to core academic functions, which reduced strategic commitment. Consequently, while gamification and content creation emerged as the strongest drivers of engagement, their full potential remained underutilized due to weak integration with advertising and limited institutional support. The interconnection among these strategies therefore underscores the need for a holistic social media framework one that aligns creative content, interactive engagement, targeted communication, and gamified incentives under clear policy guidance and capacity development to maximize student awareness, participation, and sustained use of library services.

4.10 Enhanced Library Service Provision

The dependent variable in this research was the provision of library services at Strathmore and Riara University libraries. To assess this construct, data were gathered from undergraduate students through structured questionnaires. This section aimed to analyze the overall influence of social media strategies on the effectiveness and outreach of library services in both institutions. Participants were requested to indicate their level of agreement with a series of statements concerning key aspects of service provision, such as awareness of library services, use of digital resources, feeling of

connectedness to the library, likelihood of recommending library services to fellow students, satisfaction with promotional activities, and the ease of providing feedback. Responses were evaluated using a five-point Likert scale 1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree. A summary of the results is provided in Table 4.9.

Table 4.9

Impact of social media on Library Service Provision (N = 255)

Statement on library provision (N=255)	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	Mean	SD
Social media has improved my awareness of available library services.	40 (15.7%)	62 (24.3%)	85 (33.3%)	43 (16.9%)	25 (9.8%)	3.10	1.12
I now use more digital resources due to social media promotions.	34 (13.3%)	46 (18.0%)	80 (31.4%)	56 (22.0%)	39 (15.3%)	2.85	1.15
Library social media content has made me feel more connected to the library.	31 (12.2%)	41 (16.1%)	72 (28.3%)	64 (25.1%)	47 (18.4%)	2.75	1.16
I am more likely to recommend	36 (14.1%)	49 (19.2%)	85 (33.3%)	52 (20.4%)	33 (12.9%)	2.90	1.15

library
services to
others.

The findings reveal that awareness was the dimension rated most positively (Mean = 3.10, SD = 1.12), with 110 participants (40%) acknowledging that social media enhanced their understanding of available services. The dimension with the lowest mean score was the feeling of being more connected to the library (Mean = 2.75, SD = 1.16), where only 78 participants (28.3%) expressed agreement or strong agreement. The utilization of digital resources as a result of social media promotions was also relatively low (Mean = 2.85, SD = 1.15), with about 90 participants (32.7%) indicating they had increased usage due to promotions. The probability of recommending library services exhibited a moderate effect (Mean = 2.90, SD = 1.15), with 95 participants (34.5%) reporting they would be likely to recommend the library to others. Overall, these results imply that social media has had a moderate effect on awareness, but a lesser impact on usage, connectivity, and advocacy.

Responses to the open-ended student question provided a more profound understanding of the quantitative results, emphasizing the subtle perceptions of social media's influence on library service delivery. Although numerous students recognized that social media heightened their awareness of available resources, this awareness did not always result in active participation. For example, one participant stated, *"I see posts about e-resources, but I seldom log in unless I have an urgent need for them,"* while another pointed out that event announcements frequently lacked adequate details on how to access the advertised services. Three primary themes emerged from the qualitative responses: first, visibility improvements, with students consistently noting increased awareness of library events and resources through social media updates; second, barriers to engagement, as many voiced uncertainty about how to respond to

promotions due to unclear instructions or time limitations; and third, opportunities for feedback, with some students valuing the convenience of seeking clarifications or submitting questions via social media platforms rather than in-person visits. Together, these narratives support the survey findings, indicating that while social media effectively boosts visibility, it does not necessarily lead to ongoing usage or a stronger connection with library services.

The limited influence of social media on awareness (40%) corresponds with the Uses and Gratification Theory (Katz et al., 1974), which proposes that students are driven to interact with library content largely when it meets their informational demands. Nonetheless, the lower results in digital resource consumption (31.4%) and a sense of connection to the library (28.3%) indicate that awareness does not always result in behavioral change or loyalty. This is congruent with the findings of Obi et al. (2019), who discovered that while social media raises student awareness of academic services in Nigerian universities, resource uptake typically falls short.

According to Nyamboga (2021), the results show that social media is more than simply a promotional tool; it is also a platform for providing services. However, the engagement gap, in which students are aware but do not act, indicates that more interactive content (e.g., tutorials, quizzes, live Q&A) and stronger follow-up methods are required. By overcoming these challenges, libraries may move the influence of social media from surface-level awareness to deeper usage, satisfaction, and advocacy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

This chapter provides an integrated discussion of the study findings, summarizing key outcomes, drawing conclusions grounded in theory, and offering recommendations for practice and future research. The purpose of this study was to determine how social media promotion strategies specifically content creation, user engagement, targeted advertising, and gamification can enhance library service provision at Strathmore and Riara Universities. Guided by the Uses and Gratifications Theory (UGT), Engagement Theory, and Self-Determination Theory (SDT), the study employed a descriptive survey design targeting 336 participants, including 255 students and 20 librarians. Data were collected through structured questionnaires and semi-structured interviews. The instruments achieved high reliability, with Cronbach's alpha coefficients exceeding the 0.7 threshold, confirming internal consistency. The mixed-methods approach provided a comprehensive understanding of how different social media strategies influence library visibility, accessibility, and student interaction. Findings indicated that content creation moderately improved awareness, user engagement mechanisms had limited impact due to low interactivity, targeted advertising increased visibility but was constrained by funding, and gamification proved the most effective strategy in promoting sustained student engagement.

5.2 Summary of the Findings of the Study

The research attained a significant overall response rate of 85%, which was sufficient for analysis and interpretation.

The results are outlined in connection with the study goals:

5.2.1 Content Creation and Student Awareness.

Content creation became a critical component in promoting awareness. Regular posting and inclusion of infographics efficiently drew attention and built student confidence. Nonetheless, the impact of short films was limited, suggesting that posting frequency and style are more important than the format itself. The qualitative findings revealed that inconsistent posting and lack technical skills hampered efficacy. The findings reveal that, while innovative content increases visibility, sustainability requires institutional support, training, and content diversity.

5.2.2 User Engagement Mechanisms

User participation was primarily passive, with students choosing to "like" or "react" rather than comment or vote in surveys. Qualitative findings suggested that students were more engaged when the information was relevant to their academic interests. Librarians, on the other hand, have difficulty managing their time and accessing creative tools. As a result, limited interaction revealed both content relevance gaps and institutional capacity issues.

5.2.3 Targeted Advertising

Targeted advertising was ineffective due to limited financing and weak targeting skills. Students chose academic-focused adverts over generic commercial posts. Most librarians used organic reach rather than paid promotions, which limited precision and reach. Institutional and budgetary constraints thus account for this strategy's limited success.

5.2.4 Gamification

Gamification, particularly quizzes and contests, resulted in the highest engagement rates. Its success was ascribed to cultural compatibility with students' digital habits, as well as intrinsic desire for competition and recognition notions based on Self-

Determination Theory. However, inconsistencies in implementation, a lack of gamification tools, and insufficient training hampered its potential for long-term involvement.

5.2.5 Enhanced Library Service Provision

Social media increased overall knowledge of library services, but did not transfer into continued use or loyalty. According to findings, gamification and relevant content creation were significantly associated with increased service awareness and recommendation rates. The gap between awareness and active involvement emphasizes the importance of integrated, interactive, and follow-up strategies.

5.3 Conclusions

The study indicates that the effectiveness of social media marketing in improving library services is determined not by individual techniques, but by their integration, cultural alignment, and institutional readiness. The data show that when performed in isolation, each social media technique, including content production, engagement, advertising, and gamification, yields only partial benefits. However, when these tactics are carefully integrated, they support one another: content production raises awareness, interaction tools foster debate, advertising broadens reach, and gamification enhances participation. The lack of such integration reduces the overall impact and restricts the potential of social media as a revolutionary instrument for library service delivery.

Gamification emerged as the most effective method because it appealed to students' motivational and cultural inclinations. Gamified techniques transformed passive awareness into active involvement, in line with Self-Determination Theory's emphasis on the human need for autonomy, competence, and relatedness. Quizzes, contests, and challenges were used to not just teach students about library services, but also to actively promote them. This cultural and psychological fit explains why gamification

outperformed alternative techniques like static advertising or passive content distribution.

Nevertheless, institutional and technological constraints severely limited the overall success of social media promotion. Limited staff training, a lack of digital infrastructure, and insufficient funding restricted consistent implementation and innovation. These limits indicate that even theoretically sound solutions may underperform if not supported by adequate institutional capability. The findings highlight the importance of long-term investment, skill development, and supportive policies in ensuring that social media strategies are effectively implemented and continuously improved.

The study also draws critical theoretical implications from the findings. Uses and Gratifications Theory explains why students selectively engaged with library social media that met their informational and academic needs, preferring content that added value to their learning experiences. Engagement Theory supports the notion that participatory and collaborative digital experiences promote meaningful learning and sustained connection between students and libraries. Self-Determination Theory accounts for the motivational strength of gamified interactions, showing how autonomy and reward structures enhance participation. Together, these frameworks affirm that successful digital promotion in academic libraries depends on psychological motivation, cultural relevance, and institutional facilitation.

5.4 Recommendations

5.4.1 Institutional and Strategic

Libraries should create integrated social media policies that combine content creation, interaction, advertising, and gamification into a single digital communication framework. This policy would assure coherence, consistency, and accountability in

execution. Furthermore, there is a high demand for capacity building through specialized training in graphic design, digital marketing, and data analytics to improve librarians' creative and technical skills. Furthermore, institutions should practice sustainable budgeting by allocating modest yet consistent funds for paid promotions, analytics tools, and gamification software. This financial commitment will improve the strategy, implementation, and long-term sustainability of social media initiatives.

5.4.2 Technological and operational

Low-cost or open-source analytics technologies should be adopted and used by libraries to track user activity and adjust their strategy in real time. Gamification must be expanded beyond one-off events; incorporating it into ongoing activities such as library week, e-resource campaigns, alumni events and information literacy initiatives can help to maintain long-term involvement. Personalized communication should also be emphasized by using audience segmentation techniques to tailor messages to student interests, academic disciplines, and information requirements. Such focused communication improves relevance and engagement effectiveness.

5.4.3 Cultural and Engagement

Libraries must actively promote two-way communication by creating interactive digital spaces where librarians respond promptly to student questions, feedback, and suggestions. Encouraging open dialogue humanizes the library's online presence and fosters a sense of community. Partnerships with student associations and academic clubs can enhance the co-creation of relatable and impactful content that resonates with learners. Additionally, recognition systems such as highlighting "Top Contributors," "Quiz Champions," or "Most Active Participants" can motivate students through non-monetary incentives, building consistent participation and loyalty to library social media platforms.

5.5 Suggestions for further research

Building on the current findings, future research should extend beyond descriptive analysis to explore advanced and emerging areas of digital engagement in academic libraries. Specifically, there is growing potential in the integration of artificial intelligence (AI) and chatbots to personalize library communication. These technologies can provide real-time, adaptive recommendations tailored to individual student needs, thereby transforming how libraries interact with users in virtual spaces. In addition, longitudinal studies are recommended to examine how student engagement patterns evolve over time. Such research would help determine whether social media strategies generate lasting behavioral change or merely short-term interest. Comparative studies across public, private, and faith-based universities could also yield valuable insights into how institutional type, governance, and resource availability influence the adoption and success of social media promotion strategies. Furthermore, the researcher notes the need for deeper examination of capacity-building initiatives specifically, how professional development and digital training for librarians affect innovation, creativity, and social media impact. Equally important is investigating the integration of social media into academic curricula and information literacy programs, as this alignment could strengthen students' academic engagement and foster a culture of participatory learning.

Overall, future inquiries should move toward evidence-based, technologically adaptive, and theory-informed approaches. This will advance understanding of how social media can evolve from a peripheral promotional tool into a central pillar of academic engagement, learning support, and institutional communication within modern higher education.

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APPENDICES

Appendix I: Introductory Letter

Dear Respondent,

I am a Master's student in Kenya Methodist University (KeMU) Department of Information Science pursuing a Master's Degree in Information Science. I am at present pursuing a research study titled "ANALYSIS OF SOCIAL MEDIA PROMOTION STRATEGIES FOR ENHANCING LIBRARY SERVICE PROVISION TO STUDENTS AT STRATHMORE AND RIARA UNIVERSITY LIBRARIES IN KENYA." The research is among a sequence of research studies that are necessary for me to complete my degree successfully.

This research is purely for academic purposes, and all answers will be kept confidential.

I humbly appeal to you to complete the questionnaire or participate in an interview.

Your contribution is highly appreciated.

Sincerely,

Segel Winner Naisula

Appendix II: Respondent's Consent Letter

Segel Winner Naisula

Kenya Methodist University

School of Science and Technology

P.O. Box 267 – 60200

Meru, Kenya

Dear Participant,

I am kindly requesting your consent to participate in my academic research study titled:

"Analysis of Social Media Promotion Strategies for Enhancing Library Service Provision to Students at Strathmore and Riara University Libraries in Kenya."

This study aims to examine how social media tools such as content creation, user engagement mechanisms, targeted advertising, and gamification are used to promote library services among university students. Your participation will provide important insights that will help improve the visibility, accessibility, and quality of library services in Kenyan university contexts.

Kindly take note of the following:

I. Procedures to be Followed:

You are invited to complete a survey questionnaire and/or participate in a one-on-one interview session. The questionnaire includes questions about your experiences and views on the use of social media in accessing library services. If selected for an interview, you will engage in a 30-minute discussion with the researcher to further elaborate on these experiences.

ii. Discomforts and Risks:

This study presents minimal to no risk to participants. Some questions may prompt you to reflect on your access to or opinions about university library services. You may skip any question or withdraw from the study at any time without any penalty.

iii. Benefits:

Your participation will contribute to the development of better-informed, technology-driven strategies to improve library service provision for university students across Kenya. The findings may also guide future university policies and practices in digital library outreach.

iv. Rewards:

There is no financial compensation or reward for participation in this research. Participation is entirely voluntary.

v. Confidentiality:

All responses will be kept strictly confidential. Your name or personal identity will not be recorded or linked to your responses. The data collected will only be used for academic purposes and stored securely.

vi. Contact Information:

If you have any questions or concerns regarding this study, you may contact me at: swinner1847@stu.kemu.ac.ke or you may also contact my research supervisor: paul.maku@kemu.ac.ke

I am kindly requesting you to sign the consent form provided below indicating your agreement to participate in the study.

Participant's Statement

I understand the details outlined concerning my role in the study. I have been able to raise queries, and all of them have been appropriately responded to. My decision to take part in this study is entirely voluntary. I am aware that my data will be kept confidential, and I have the liberty to withdraw from the study at any time. I am also aware that my participation or the choice to withdraw will not result in any reprisal within my workplace, nor will it affect how I am treated.

Name of Participant.....

Date.....

Signature.....

Investigator's Statement

I, the undersigned, have clarified to the volunteer in a language they understand about the procedures involved in the study as well as the associated risks and benefits. Name of Interviewer.....

Date.....

Interviewer Signature.....

Appendix III: Introductory Letter to Respondents

To Whom It May Concern,

Re: Informed Consent

Dear _____,

I am Segel Winner Naisula, a Master's student at Kenya Methodist University, School of Science and Technology. I am conducting a study titled: **“Analysis of Social Media Promotion Strategies for Enhancing Library Service Provision to Students at Strathmore and Riara University Libraries in Kenya.”**

The objectives of this study are to:

1. Assess how content creation in social media enhances library service provision.
2. Determine the nature of user engagement mechanisms employed on social media.
3. Examine the use of targeted social media advertising in promoting library services.
4. Assess how gamification in social media enhances library service provision.

Your participation in interviews or questionnaires is entirely voluntary. All responses will be confidential and used only for academic purposes. Your insights will help improve library outreach through social media strategies in Kenyan universities. If you are willing to participate or have questions, please contact me at:

Email Address: swinner1847@stu.kemu.ac.ke

Phone Number: 0714314858

Yours sincerely,

Segel Winner Naisula

School of Science and Technology

Kenya Methodist University

Appendix IV: Interview Guide for University Librarians

Section A: Background information

1. What is your highest academic qualification?
2. How long have you worked in this facility as the University librarian?

Section B: Assessing the Role of Content Creation in Library Services

1. What types of content does the library create for social media promotion?
2. Which formats (videos, infographics, articles) are most effective in reaching students?
3. How do you ensure content is relevant and engaging for library users?

Section C: Evaluating User Engagement Mechanisms

1. How do students interact with the library's social media posts (likes, shares, comments, inquiries)?
2. What strategies have you implemented to encourage student engagement?
3. How do you monitor engagement levels, and what patterns or trends have emerged from your observations?

Section D: Examining Targeted Social Media Advertising

1. How does your library approach targeted advertising, such as using paid ads or audience segmentation?
2. How do you determine the right student demographics for library promotions?

3.What challenges do you face in reaching students through social media advertising?

Section E: Assessing the Impact of Gamification on Library Engagement

1. What kinds of gamification strategies such as contests, quizzes, or rewards has your library implemented, and what impact have they had on user engagement?

2.What has been the student response to gamification initiatives?

3.How could gamification be improved to enhance library service provision?

Section F. Enhancing Library Service Provision to Students

1.What are the biggest obstacles in using social media effectively for library services?

2. What type of training do librarians currently receive in social media management, and how might additional training support their effectiveness in this area?

3.If given additional resources, how would you improve the library's social media presence?

Thank you for sharing your time and insights.

Appendix V: Questionnaire for undergraduate students

Introduction

Dear Respondent,

Thank you for participating in this study. This research seeks to analyze how social media promotion strategies enhance library service provision at Strathmore and Riara Universities. Your input is valuable in helping understand the effectiveness of content creation, user engagement mechanisms, targeted advertising, and gamification in university library services. The questionnaire is anonymous, and your responses will be used strictly for academic purposes. Please answer honestly based on your experiences. If a question does not apply to you, feel free to skip it. Estimated completion time is 10–15 minutes. **Instructions**

- Tick (✓) or select the most appropriate answer where applicable.
- For open-ended questions, provide concise and clear responses.
- Do not include any personal identifiable information.
- If you have any questions, contact the researcher at

SECTION A: Demographic Information

1. Your University:

☐ Strathmore University

☐ Riara University

2. Which degree program are you pursuing?

☐ Bachelor of Science in Informatics and Computer Science

☐ Bachelor of Business Information Technology

☐ Bachelor of Science in Computer Networks and Cyber Security

☐ Bachelor of Science in Computer Science

3. What is your year of study?

☐ 1st Year

☐ 2nd Year

☐ 3rd Year

☐ 4th Year

4. How often do you use the university library?

☐ Daily

☐ Weekly

☐ Occasionally

☐ Rarely

SECTION B: Awareness of Library Social Media Presence

Objective: *To determine students' awareness of social media platforms used to promote library services.*

Please indicate your level of agreement with the following statements:

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
I am aware that my university library uses social media to communicate with students.	☐	☐	☐	☐	☐
The library's social media posts are relevant to my academic needs.	☐	☐	☐	☐	☐
I follow the university library's social media accounts	☐	☐	☐	☐	☐
I know which social media platforms are used by the library.	☐	☐	☐	☐	☐
I frequently check the library's social media pages for updates.	☐	☐	☐	☐	☐
I became aware of the library's social media through my peers or faculty.	☐	☐	☐	☐	☐

Open-ended question:

What other ways can the library increase students' awareness of its social media presence?

.....

SECTION C: Usefulness of Social Media for Library Services

Objective: *To evaluate the effectiveness of social media promotion strategies.*

Indicate your agreement with the following statements:

Statement	1	2	3	4	5
Social media helps me stay informed about library services.	☐	☐	☐	☐	☐
Library updates on social media are timely and useful.	☐	☐	☐	☐	☐
I have used a library service because I saw it promoted on social media.	☐	☐	☐	☐	☐
Social media makes it easier for me to engage with library staff or ask questions.	☐	☐	☐	☐	☐
I prefer library updates via social media rather than email or noticeboards.	☐	☐	☐	☐	☐
Social media has positively influenced how I use library services.	☐	☐	☐	☐	☐

Open-ended:

What would make library social media more useful to you as a student?

.....

.....

SECTION D: Content and Strategy Preferences

Objective: *To assess the types of social media strategies students find most engaging or useful.*

Rate how useful you find the following types of social media content:

Type of Content	Not Useful	Slightly Useful	Neutral	Useful	Very Useful
Behind-the-scenes posts about library staff, spaces, or activities	☐	☐	☐	☐	☐
Curated reading suggestions based on student interests	☐	☐	☐	☐	☐
Library hours and service updates	☐	☐	☐	☐	☐
Announcements about academic workshops, seminars, and library events	☐	☐	☐	☐	☐
Tutorials and how-to videos	☐	☐	☐	☐	☐
Study tips and academic support posts	☐	☐	☐	☐	☐

Open-ended:

What type of social media content would you like to see more often from the library and state your reason as to why?

.....

.....

SECTION E: Engagement and Interaction

Objective: *To determine the nature of user engagement mechanisms.*

Please rate your level of interaction with the library's social media content:

Statement	Never	Rarely	Sometimes	Often	Very Often
I like, comment, or share library social media posts.	☐	☐	☐	☐	☐
I respond to library polls or quizzes online.	☐	☐	☐	☐	☐
I message the library via social media for help.	☐	☐	☐	☐	☐
I feel encouraged to engage with content that is interactive (polls, contests, etc.).	☐	☐	☐	☐	☐
I tag or mention the library in my own posts or stories.	☐	☐	☐	☐	☐
I follow or subscribe to the library's social media channels.	☐	☐	☐	☐	☐

SECTION F: Social Media Advertising

Objective: *To examine the use of targeted social media advertising.*

Statement	1	2	3	4	5
I have noticed sponsored or promoted library content on social media.	☐	☐	☐	☐	☐
The library's posts are tailored to student needs and interests.	☐	☐	☐	☐	☐
I am more likely to click or engage with targeted library content.	☐	☐	☐	☐	☐
Targeted library ads help me discover new academic resources.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Targeted advertising by the library increases my awareness of events and services.					
I find the timing and placement of the library's sponsored content to be effective.	☐	☐	☐	☐	☐

SECTION G: Gamification in Social Media

Objective: *To assess how gamification in social media enhances library service provision.*

Statement	1	2	3	4	5
Receiving digital badges or recognition from the library would encourage me to engage more with its services.	☐	☐	☐	☐	☐
Library-run contests on social media would motivate me to participate in academic activities.	☐	☐	☐	☐	☐

The library uses quizzes, challenges, or rewards to promote its services. ☐ ☐ ☐ ☐ ☐

I would be more engaged if the library incorporated gamified content. ☐ ☐ ☐ ☐ ☐

Gamification would increase my interest in using library services. ☐ ☐ ☐ ☐ ☐

Social media gamification is a fun way to promote academic resources. ☐ ☐ ☐ ☐ ☐

SECTION H: Enhanced Library Service Provision (Dependent Variable)

Objective: *To assess the overall impact of social media strategies on library service delivery.*

Statement	1	2	3	4	5
-----------	---	---	---	---	---

Social media has improved my awareness of available library services.	☐	☐	☐	☐	☐
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

I now use more digital resources due to social media promotions.	☐	☐	☐	☐	☐
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Library social media content has made me feel more connected to the library.	☐	☐	☐	☐	☐
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

I am more likely to recommend library services to others.	☐	☐	☐	☐	☐
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

I feel satisfied with how the library uses social media for service delivery.	☐	☐	☐	☐	☐
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Social media interactions have made it easier for me to provide feedback or ask questions about library services.	☐	☐	☐	☐	☐
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Open-ended:

In your opinion, how can the university library improve its overall service provision through social media?

.....

.....

.....

Thank you for your cooperation and time

Appendix VI: Letter of Authorization



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya

Fax: 254-64-30162

Tel: 254-064-30301/31229/30367/31171

Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

Our Ref: KEMU/NACOSTI/ISK/06/2025

August 08, 2025

Commission Secretary

National Commission for Science, Technology and Innovations

P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

RE: SEGEL WINNER NAISULA-ISK-3-1847-1/2022

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the Department of Information Science, undertaking a Master's Degree in Information Science. She is conducting research on "*Analysis of Social Media Promotion Strategies for Enhancing Library Service Provision to Students at Strathmore and Riara University Libraries in Kenya*".

We confirm that her research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a research license to enable her collect data.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,



Dr. Nancy Rintari (PhD)

Director, Board of Postgraduate Studies

Cc: Dean, School of Computing and Informatics

CoD, Information Science

Postgraduate Coordinator - IS

Supervisors

Appendix VII: Research Permit NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 893639	Date of Issue: 10/September/2025
RESEARCH LICENSE	
	
This is to Certify that Miss. Winner Naisula Segel of Kenya Methodist University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: ANALYSIS OF SOCIAL MEDIA PROMOTION STRATEGIES FOR ENHANCING LIBRARY SERVICE PROVISION TO STUDENTS AT STRATHMORE AND RIARA UNIVERSITY LIBRARIES IN KENYA for the period ending : 10/September/2026.	
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