USER ENGAGEMENT OF FACEBOOK AS A COMMUNICATION TOOL BY
STUDENTS OF THE UNITED STATES INTERNATIONAL UNIVERSITY-
AFRICA (USIU-A)

by

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A Thesis Submitted to The School of Communication and Cinematics Arts in Partial
Fulfillment of the Requirement for The Degree of
Master of Arts in Communication Studies

UNITED STATES INTERNATIONAL UNIVERSITY

Summer, 2018
Declaration

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University- Africa in Nairobi for academic credit.

Signed: ________________________ Date: __________________

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In accordance with United States International University – Africa policies, this thesis is accepted as partial fulfilment of the requirements for the Master of Arts in Communication Studies

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Dedication

This thesis is dedicated to my parents Hamisi and Halima, my brother Omar and my sister Meswaleh without whom my studies would have been difficult in terms of financial support and encouragement.
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<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAK</td>
<td>Communications Authority of Kenya</td>
</tr>
<tr>
<td>FB</td>
<td>Facebook</td>
</tr>
<tr>
<td>GIF</td>
<td>Graphics Interchange Format</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>SNP</td>
<td>Social Networking Platforms</td>
</tr>
<tr>
<td>SNS</td>
<td>Social Networking Sites</td>
</tr>
<tr>
<td>SME</td>
<td>Social Media Engagement</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UE</td>
<td>User engagement</td>
</tr>
<tr>
<td>UGC</td>
<td>User Generated Content</td>
</tr>
<tr>
<td>USIU-A</td>
<td>United States International University- Africa</td>
</tr>
</tbody>
</table>
Definition of Terms

The definitions adopted by researchers are often not uniform. Therefore, this section shall outline the definitions used throughout the thesis.

**Administrative communication:** Involves communicating activities among student and their teachers, facilitating learning activities such as discussions, spreading announcements and informing logistic notices (Heidi, 2018).

**Facebook platform:** SNS platform with daily logins that allows users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues (Boyd & Ellison, 2008).

**Social Media:** Kaplan and Haenlein (2010), defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content.

**Social Networking Sites:** (SNS) are websites where people upload their information privately or publicly to other users about themselves. They are the latest online communication tool that allows users to create a public or private profile to interact with people in their networks (Boyd & Ellison, 2008).

**User Engagement:** According to Lehmann (2011) is the quality of the user experience that emphasizes the positive aspects of the interaction, and in particular the phenomena associated with being captivated by a web application, and so being motivated to use it.

**Personalization:** Personalization can also be described as a platform for individuals to express themselves through social media (Gangi & Wasko, 2016).

**Transparency:** Transparency is defined as the degree of information symmetry among users of the social media platform which reduces users concern on
opportunistic behaviors of participation in trusted communities (Prahalad & Ramaswamy, 2004).

Critical mass: Critical mass of social acquaintances, has been explained as the perception that most people who are important to the user are participating in the same User Generated Contents of websites (Boyd, 2007; Dickinger et al., 2008; Hsu et al., 2008).

Access to social resources: Access refers to the ease of use with which information, expertise, and users can be accessed within the User Generated Content website (Wixom et al., 2005).
ABSTRACT

Facebook as a social media platform has been evolving as an important tool for providing information and is widely being adapted for communication. The purpose and objective of the study was to assess the user engagement of Facebook as an administrative tool used by students and United States International University-Africa (USIU-A) for effective communication. The assessment covered the areas of transparency, access to resources, critical mass tendencies to social media engagement of USIU-A students. Based on the Social Engagement Theory, the assessment focused on (a) how USIU-A students use Facebook platform for engagement, (b) the type of information or contents students post on Facebook to increase user engagement on USIU-A Facebook page. The study used quantitative research to collect, analyze, interpret, and present the results. A questionnaire was administered to a sample of USIU-A students during the period April 2018 and May 2018. The results of the assessment showed a high achievement of objective of the study of assessing user engagement of Facebook as a communication tool by USIU-A students. The further results showed that 70% of the respondents use Facebook by USIU-A, daily/almost daily and weekly basis; 60% of students felt that transparency increased social media engagement of USIU-A students. 61% of the respondents agreed that access to resources increased social media engagement of USIU-A students. Correlation analysis between the four factors investigated were significant at (.000) with a 0.05 p-value. The reliability statistics using Cronbach's Alpha based on standardized items was .908. This study recommends that USIU-A administration promotes user engagement of Facebook as a communication tool to students.

Keywords: Facebook platform, engagement, communication; media platform
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The world over, Facebook engagement is becoming important tool for messaging and information especially on administrative communication. Social media platforms are now redefining how people communicate within higher learning institutions. Platforms such as Facebook have been used as one of the popular tools in communication (Panagiotopoulos & Sam 2012) additionally, such applications and increased user experience are changing human communication practices (Conole, 2008). Audience members are more actively engaged in the communication rather than just being receivers of information through creating, receiving and sharing information (Thackeray & Neiger, 2009) with entities such as emailing, audio visuals, online graphics, texting, and other emerging applications.

Internationally, by June 2017, Facebook had more than 2 Billion active users (Wikipedia, 2018) while India has the most users with 250 million active users followed by the United States of America with 230 million users. In Africa the highest Facebook has grown its African user base to 170-million, 94% of whom use mobile to access the social network. Seven out of 10 internet users in Africa now log onto Facebook, it says (Forbes, 2017) while Over 170 million people in Africa access Facebook, according to latest figures released by the social network, and 94% of these users use mobile devices to access the platform.

Regionally, internet usage is at 10.9% as compared to 89.1% to the rest of the world. In Kenya, Facebook has seen growth of the platform where in 2016, there was over 4.5 million users monthly (Itimu, 2016), While 7 Million Kenyans have access to Facebook Platform (World Stats, 2017) which acts as an important source for
information for many youths competing with television, radio and newspapers (Schreiner, 2015). In institutional level, universities have incorporated social media in their daily communications. There are several researches on the Platform to Academia and academic communication. Earlier surveys on Facebook were being done on college undergraduates (Vitak, 2017).

On the other hand, Facebook usage for educational purposes has been faced with criticism, in that the platform acts as a distraction from learning as well as the negative correlation with user’s academic performances (Cassidy, 2006; Kirschner & Karpinski, 2010). This study therefore, aims at using the Social media engagement theory and user engagement theory to assess the Facebook as a communication tool on the user engagement by university students in the United States International University - USIU-Africa.

The United States International University (USIU-A) offers over 24 academic programs and over 6,000 students enrolled currently in USIU-A (USIU, 2017) representing 69 nationalities as indicated in the official website (http://www.usiu.ac.ke/). USIU-A was selected for the research setting for user engagement of Facebook as a communication tool and for investigating the user perceptions towards Administrative communication.

This study adopted the Social Media Engagement Theory proposed by Gangi and Wasko (2016) and the use of its parameters into practice for theoretical framework. Although the theory has been mainly based in business and marketing, it fits in a communication field. The theory provides parameters that result in user engagement framework. The user engagement theory shall be used in the theoretical framework for the dependent variable (social media engagement).
This study is intended to identify and highlight the extent to which students use the platform for personal, social and official communication, most importantly, how Facebook can be used as a communication tool. Although social media has been intentionally produced for individuals to interact with one another, other disciplines have adopted social media engagement for their benefits such as online behavior psychology, online business and research as well as online Marketing which have researched about Facebook. Over 24,900 by August 2016 papers on Google scholar were about Facebook (Vitak, 2017).

1.2 Problem Statement

The status of Facebook’s use for official communication is increasingly being adopted in various sectors such as government and higher learning institutions. The completion of the fiber optic cable in Kenya has increased the availability of speed, internet access and its use (Otieno, 2016) of the Internet through mobile and smartphones, especially in urban areas and institutions of higher learning (Higgins, 2015). Internet has promoted social media platform such as Facebook which is used for personal, social engagement and official communication. The platform has become popular with young adults for self-expression (Adegoke, 2016). Although there have been several studies on Facebook engagement and the relation to education, there are however contentious results and findings on the topic.

Given the fact that Kenya is the second most active nation on Facebook in Africa after South Africa, (Simon et al, 2014), the platform is not used widely used as an official policy for communication in Universities. Since the youth are the biggest consumers of social media such as Facebook, they can influence conversation, online discussions, communication and engagement with other people. As much as the students are using Facebook in several ways to benefit their studies, there is much
skepticism on the view of Facebook as an enabler for social media engagement for education. This also indicates a gap between the student’s actual usage and the perception on the potentiality of Facebook to be used for educational communication.

According to Al-rahimi, Othman, & Musa, (2014); Maloney, (2007) students are more likely to show commitment to building educational connections and engaging in Facebook for educational activities. However, Campbell, (2008) states that user engagement may increase interaction and collaboration between peers and faculty and improve the efficiency of self-learning.

This study aims at filling that gap of research in Facebook use and engagement by USIU-Africa whose results shall provide relevant information to other universities. Administrative information and communication by the University is not efficiently reaching the students, therefore, there is a gap and need for more efficient methods of communication thus making Facebook a viable tool for administrative communication.

This study therefore, assessed the extent to which Facebook platform can be used for engagement by university students and how well the platform is used as an administrative tool. This study will also enable universities consider Facebook use for promoting and increase user engagement with their students. According to Kigumo, (2016) there are potential benefits that social media platforms can used by individuals, businesses and institutions.

1.3 Purpose of the Study

The purpose of the study assessed the user engagement of Facebook as a communication tool used by students of (USIU-A) for effective communication.
1.4 Research Objectives

The main objective of the study was to assess user engagement of Facebook as a communication tool by students of USIU-A.

Specific Objectives:

1.4.1 To establish if personalization of Facebook social media messaging increased user engagement by USIU-A students while interacting with information meant for them by their institution.

1.4.2 To find out if transparency increased social media engagement of USIU-A students while interacting with information meant for them by their institution.

1.4.3 To assess if access to resources increased social media engagement of USIU-A students while interacting with information meant for them by their institution.

1.4.4 To examine if critical mass tendencies increased social media engagement of USIU-A students while interacting with information meant for them by their institution.

1.5 Rationale of the study

Social media platforms and social networking sites tend to provide information that are current, trending, and cost effective, that purposely lean towards the effective way to send messages to the right audiences. Due to the increase in active engagement in social conversations, there is a need to understand and evaluate the strategies youths in higher learning institutions in Kenya use to communicate and engage their target audience through social media platform like Facebook.

The above account gives a platform like Facebook to be an important tool of administrative information and communication tool used by students. Studies reviewed show that there are at least five (5) million active users of Facebook in Kenya (Kiruti, 2016). Such statistics provide an opportunity for institutions to use
Facebook to reach and communicate with their targeted audience in a fast and cost-effective way which may also increase chances for engagement. This also means that more institutions can adopt the Facebook platform as a communication tool to reach past, current and future students.

The research therefore is aimed to making contribution to the knowledge of Facebook use as a social media platform that can significantly influence communication and engagement of youths and in this case university students. The research aims to evaluate Facebook information from 364 students who are currently enrolled in USIU-A. This study will provide insights on how and when the students engage with Facebook as a platform.

1.6 Significance of the study

The first significance was that Facebook use as a communication tool will benefit student’s personal engagements. It can be used by the university as administrative tool for information exchange. The other significance of Facebook as a tool will be to explore social engagement theory indicators. As Eisend (2002) stated that online communication supported by the Internet acts as complement to spoken communication and agreed in his study that the Internet has become a medium of interpersonal communication. Lastly, this research will contribute to the theory of user engagement of social media platforms in communicational context as well as adding knowledge of future administrative and communication models in the digital age.

1.7 Scope of the study

This study was focused on the user engagement using Facebook as the main platform for the students of USIU-A. The study period was conducted between April 2018 and May 2018 in Spring 2018 semester. The study covered USIU-A students
with a sample of 363 to respond to the questionnaire. The sample comprised of both undergraduate and post graduate students of ages ranging from 18 to 35. This thesis however only focused on assessing Facebook as a communication tool by university students who are either undergraduates or graduates of USIU – Africa. The study used four Social Media Engagement indicators including: personalization, transparency, access to social resources, and critical mass for increase in engagement and communication on the Facebook page.

The study therefore identified how students utilize Facebook for communication. The prospective of Facebook usage is based on the connection between students through linking communication and social media to students of USIU-A.

1.8. Limitations of the study

The study was limited by using a sample of students who have Facebook accounts and are using different aspects of information exchange and engagement. The other limitation includes the access to high speed connectivity and resources operate internet accounts. There is a possibility of some students having more than one social media platform which could compromise Facebook use.

The lack of adequate time and resources limits the study to only cover USIU-A students who were selected for physical survey research. The study assumption is that the youths/students who engage in social media are likely to respond to surveys when there is a huge number of users and “friend” recommendation (critical mass) and (personalization) of the targeted content.

1.9 Assumptions of the study

One of the biggest assumptions of this study was that the youths are more likely to be one of the heavy users of the social media platform such as Facebook. It is assumed that USIU-A will post important administrative activities and
announcements are on Facebook. Facebook was initially started for the mere purpose of connections and building relationships. According to Madden (2013) and (PEW Research Centre, 2016) from PEW research, comparatively, younger generations remain by far the greatest beneficiaries and users of Social Networking Sites (SNS). Among users 18-29 years of age, 86% are actively engaged in social networking. It is further assumed that majority of the respondent will be ages between 18 and 29.

On the other hand, according to Jansen (2009) on the ‘users’ of social media, individuals who have greater income are more likely to spend more time on their other devices other than just using mobile phones. Contrary to Flowtown (2010) who found out that on determining effects of education and social media usage there was a high peak of individuals who were enrolled in some college and tailed off for users with less than some college or a degree or higher (Flowtown, 2010). Therefore, the study may have more undergraduate respondents than the graduate respondents.

1.10 Chapter Summary

The chapter has discussed Facebook as a social media platform used by students of USIU-A to communicate and engage in a personal and on a social level. The study demonstrated the importance of using Facebook engagement as a platform for information and a source of communication tool. For this generation, Social Networking Sites acts as their primary means of source of information and a platform to communicate.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Since the inception of communication technologies such as the telegraph, telephone and the earliest computers, communicators have found ways to initiate relationships through a two-way communication including voice, text and video elements. The introduction of the Internet has increased the rate of ever growing Social Network Platforms (SNPs) (Kleinrock, L., 2010). Additionally, study done by Freeman (1984) predicted the computers can take over the place of face to face information and interactions among its users providing a sort of social structure. Many countries have therefore gained open access to the Internet due to rapid advances in information technology within last twenty years (Kuppuswamy & Narayan, 2010). Social media are a group of Internet based applications built on ideological and technological foundations which allow creation and exchange of user generated contents by online communication tools that support social interaction between users. (Khan, Yoon and Park, 2014).

In Kenya, the use of Social Networks Platforms (SNS) have been influenced by mobile/internet network communication. Communications Authority of Kenya (CAK) report of the year (2017) shows that, the mobile and internet penetration has grown to 89.4% of the total Kenyan population and a Facebook subscription of 6.2 Million followers (IWS, 2017). Facebook has grown its African user base to 170 million, 94% of whom use mobile to access the social network (Forbes, 2017).

Platforms such as Facebook have seen an increase of research regarding the effects and the use by college students in various academic disciplines. Facebook platform was preferred by 29% of the social media network users (Lee, Tyyrell and
Erdem, 2013). The said communication can be enhanced by Facebook attributes like post, share, download and upload any audio-visual contents which may increase the chances for two-way communication between the students and their institutions. Other empirical studies have been done on Facebook usage profile, the time spent on Facebook, effects of Facebook on learning and academic performance among others (Bosch, 2009; Ellison, Steinfield, & Lampe, 2007; Keenan & Shiri, 2009).

The Kenyan mobile status has risen. According to Business Daily report of 20th March 2018, Kenya is leading globally in the share of internet traffic. These internet traffic originating from mobile phones, rising to 83% with reach of 90% of the 41 million users’ adult population. The figure 5.3.3 illustrates share of Facebook by device with mobile having 95%.

![Figure 2.1](image)

**Figure 2.1** The devices used in Facebook to the daily active users in 2018.

**2.2 Theoretical Framework**

**2.2.1 Study theories**

A theory is a set of generalizations that are made about variables and their relationships (Blumberg et al, 2005). It is also considered as analytical tools for understanding, explaining and making predictions about a given subject matter (Ngugi, 2013). A theoretical framework refers to the theory or theories the researcher
selects to determine and consider which variables to investigate or conduct the research (Malhotra and Birks 2006). In this study, the main theory of Social Media Engagement will be reviewed and engagement theory for the dependent variable.

2.2.2 User Engagement Theory

The theory of User engagement is heavily contributed by the works of O’Brien (2004) where he proposed a framework for the theory. From the research he proposed four elements to be considered for an effective engagement. O’Brien & Toms (2008) therefore define user engagement as a category of user experience in the article on “What is user engagement? A conceptual framework for defining user engagement with technology”. The work presents the most significant progress towards understanding and assessing user engagement. Attfield et al, (2011) further expound that user engagement as the emotional, cognitive and behavioral connection that exists, at any point in time and possibly over time, between a user and a resource.

Researches have moved away from usability to provide more understanding of engagement and user experiences. (Hassenzahl & Tractinsky, 2006; Jacques, Preece, & Carey, 1995; Laurel, 1993). Other authors such as Quesenbery (2003) suggested that engagement was a dimension of usability and is influenced by users’ first impression of an application and the enjoyment they derive from it.

Several scholars of engagement have further differentiated engagement using different engagement characteristics and theories. Chapman (1997) and Chapman et al., (1999) have related the engagement theory to Flow theory, Beardsley (1982) Aesthetic theory and Stephenson (1967) to play theory which brought more understanding to user experience.

Thus, a clear definition of user engagement remains elusive for scholars as engagement is defined as a portion of user experience, a psychological state, and user
behavior. In addition to new technology and design constructs, the concepts will be evolving.

2.2.3 User engagement constructs

Some of the constructs of the theory includes:

- Point of engagement
- Period of sustained engagement
- Disengagement
- Re-engagement (O’Brian, 2004)

Attributes adopted from usability are replicated in Engagement theory. Researchers have used them in various capacities, in various researches done on Gaming, online shopping, and education in different fields. The table below highlights only researches done on education and the relationships to user engagement. The assessment was done by O’Brian (2004).

**Table 2.2.3** Studies done on engagement and education

*Attributes of engagement suggested by previous research in engagement and education*

<table>
<thead>
<tr>
<th>Attributes from theory</th>
<th>Areas in application</th>
<th>Attributes of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetics appeal</td>
<td>V</td>
<td>Yes</td>
</tr>
<tr>
<td>Attention</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Challenge</td>
<td>V</td>
<td>Maybe</td>
</tr>
<tr>
<td>Endurability</td>
<td>v</td>
<td>Yes</td>
</tr>
<tr>
<td>Feedback</td>
<td>v</td>
<td>Yes</td>
</tr>
<tr>
<td>Interactivity</td>
<td>v</td>
<td>Maybe</td>
</tr>
<tr>
<td>Perceived user control</td>
<td>v</td>
<td>Yes</td>
</tr>
<tr>
<td>Pleasure</td>
<td>v</td>
<td>Maybe</td>
</tr>
<tr>
<td>Sensory appeal</td>
<td>v</td>
<td>Yes</td>
</tr>
<tr>
<td>Variety/Novelty</td>
<td>v</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Source:* Table adopted form Obrien (2008)
### DEVELOPMENT OF ENGAGEMENT THEORY AND RELATIONSHIP BETWEEN SOCIAL MEDIA ENGAGEMENT THEORY

#### Figure 2.2.3

**Development of Social Media Engagement theory and the relationship between engagement theory.**

#### 2.3 Social Media Engagement Theory

This theory also goes hand in hand with user engagement theory but delimitate concepts such as usage, engagement and user experience related to the other definitions provided by authors who defined user engagement as “involvement and participation” (Barki and Hartwick, 1989; Hwang & Thorn, 1999). Proposed by Gangi and Wasko (2016), they defined Social Media Engagement theory as difference
between psychological state and behavior through involvement and participation (Hwang & Thorn, 2008) in a holistic psychological state of involvement to derive a personal meaning (Ray et al., 2014).

This theory of Social Media Engagement is divided into two parts. The social interactions; and the technical features (Gangi & Wasko, 2016). These social interactions are further divided into Personalization, Access to social resources, Risk, Transparency and Critical Mass. While Technical features were features that provided users with the tools to enable interactions. It is also considered as the extent to which users can retrieve information, interact, have the flexibility to use platform features for multiple purposes, the ability to integrate content and the evolvability of the feature to meet users’ specific needs (Gangi & Wasko, 2016). Divisions for technical features included; Completeness, flexibility, Evolvability and integration.

The theory further builds upon the Model of co-creation proposed by Prahalad and Ramaswamy (2004) they addressed the extent to why the user experience influenced engagement by the evaluation of the social-technical factor of a platform which includes both the social and the technical aspect of a platform building to co-creation of online engagement. Additionally, the new tools like social media have increased the need for consumers to interact with their firms through co-creation of contents. Prahalad & Ramaswamy (2004), proposed the DART concept which involved: Dialogue, Access, Risk and Transparency which intends to increase engagement. Gangi and Wasko (2016) predicted that user experience was influenced by both the social features and technical features of the platform.

The theory proposed that meaning and value of creation is shifting from firms or businesses to personalized consumer experiences through dialogue. This fosters the dialogue several entities are intern directly related to access, transparency, including
the understanding on the social media risks benefits of their engagement. The theory adds the aspect of the role technology in facilitating engagement and interaction between users. They agree with not just participation and psychological state but more to individual involvement and personal meaning.

The theory uses similar concepts to define “engagement” such as User experience but also separate concepts such as user experience, user engagement and usage. The central premise of SME theory is that higher user engagement leads to greater usage of the social media platform (Gangi & Wasko, 2016).

The engagement theory relates closely to the theory of co-creation proposed by Pramswald (2014) which asserts that the users can increase and engage in their own generation of content which further increases engagement with attention given to contents that are relatable to the users. Although for this thesis, only 4 social interactions from the theory will be tested. That includes personalization, transparency, access to social resources and critical mass.

2.3.1 Personalization

As part of Social interactivity, Personalization of the communication among users is defined as the caring, individualized attention users perceive which increases user’s attitude, leading to greater satisfaction resulting in higher user engagement (Kettinger & Lee, 1994; Prahalad & Ramaswamy, 2004) where users perceive their role as important and relevant. Personalization can also be described as a platform for individuals to express themselves through social media (Gangi & Wasko, 2016).

As part of increased social media conversation and interactions, personalized messages increase the perceptions and user’s attention. Other earlier works on personalization of messages reveals that there was an increase in demand for personalized information on the digital space in creating a collective action by
facilitating coordination and communication where individuals may affiliate themselves to an action. On personalization, the research was done on newspaper stores from the Canadian newspaper were used to enhance engagement provided a deeply personal gesture into mutual experience with the help of technology.

Personalized messages can be enhanced by using User generated contents (UGC) to consumers. These UGC creates users to focus more attention on topics of their interests while filtering those that are not is personal to them while, creating positive user attitudes increases greater satisfaction causing high user engagement. Thus, higher user engagement is brought about the quality of social interactions based on shared information.

2.3.2 Transparency

Transparency is defined as the degree of information symmetry among users of the social media platform which reduces users concern on opportunistic behaviors of participation in trusted communities (Prahalad & Ramaswamy, 2004). Trust issues on social media can have a negative influence on engagement when users perceive others are taking advantage on them (Mishra et al., 1998).

Boyd (2007) states that new technologies have altered the way we socially interact and adds that many people are left behind in the ability to differentiate public and private information on these networks leaving them vulnerable to online attacks such as identity theft. Therefore, online privacy and transparency relies mostly on trust, a topic that requires more research and understanding.

Transparency issues are prevalent on social media platforms such as Facebook have been done on crucial areas such as identity and privacy. Facebook had faced more concern with privacy. People owning profiles in the said platform may choose to post publicly or closed profiles that may make them susceptible to “phishers” online
bullying and issues of privacy depending on the amount of information and content individuals and groups tend to share (Stutzman, 2006).

Although Facebook provides settings on privacy on who can view individual profiles, other people can view their information and what news, or feed posted online (Facebook, 2017), there is still debate on barriers to enter any page are low and that profiles may be susceptible to technical attacks (Acquisti and Gross, 2006).

2.3.3 Critical Mass

Critical mass of social acquaintances has been explained as the perception that most people who are important to the user are participating in the same User Generated Contents of websites (Boyd, 2007; Dickinger et al., 2008; Hsu et al., 2008). The access to family and friends provide users with emotional support, bonding is personally meaningful (Putnam, 2000). Critical mass on social media platform complements the nature of the platform such as Facebook. Research has found that users increase their usage when a critical mass of social acquaintances is known to the user (Hsu & Lin, 2008). It is through social accessibility that users are able to gauge the tangible and intangible benefits that the UGC website can provide to the user to meet his/her needs (Steinfeld et al., 2009; Boyd, 2007).

This research will provide more information in the field of communication. The discussion for this research will focus on Facebook as a form of communication by University students. Lampe (2009) in their study of friends and Facebook suggested that Facebook constitutes a rich site for researchers interested in the affordances of social networks due to its heavy usage patterns and technological capacities that bridge online and offline connections. They added that Facebook
represents an understudied offline to online trend in that it originally primarily served a geographically-bound community (Lampe et al., 2009).

For critical mass, on the usage of social network sites and the user and usage of social media platforms (Erskine, et al., 2014) stated that users who are widely using these platforms have some form of education. User and usage of social media platforms are becoming increasingly researched in communication and other disciplines, as social media platforms cut across all disciplines.

### 2.3.4 Access to social resources

Social accessibility is defined as having the ability to access social resources for the purposes of engaging to facilitate users experience. It is further divided into Access to resources and critical mass of social acquaintances (Gangi & Wasko, 2016).

Therefore, Access refers to the ease of use with which information, expertise, and users can be accessed within the User Generated Content website (Wixom et al., 2005). These resources enable users of platforms to access new knowledge from various sources for early emerging trends (Cross, Rice, & Parker, 2001; Granovetter, 1973; Burt, 1996, 2005). Steinfeld et al. (2009) examined organizational workers’ use of Beehive communities that provided employees with access to social resources. The intensity of involvement by workers positively increased when the community provided employees with opportunities to access social resources, such as the ability to access new people and expertise.

### 2.3.5 Risk

Perceived risk is defined as the perception of potential harm that a user can experience when engaging which can negatively influence a user’s experience (Prahalad et al., 2004). In relation to Facebook and Friendstar, they have received negative publicity over disclosing users’ information (Mintz, 2005; Read, 2006).
The risks have been increasing and brought about the concerns of privacy with how users create and share their information online (Ahern et al., 2007; Boyd, 2007a; Lederer, Hong, Dey, & Landay, 2004; Palen & Dourish, 2003). Therefore, when there is a lower risk perception, users tend to have more positive attitudes towards the user generated content as compared to when the risk is higher (Chaudhuri, 1997; Laurent & Kapferer, 1985). Platforms such as Facebook provides users with the ability to create their own user generated contents which may increase or decrease privacy and control of their shared information which may result to lower engagement.

Compared to other social networking media sites Facebook allows users to publicly post their daily activities but allows users to post considerable amount of private information online (Acquisti & Gross, 2006). As reviewed by a study done by Jagatic et al (2007) “phishing” online scams originated from a friend on their networks. Summarizing that users were more likely to share and engage in contents that are perceived to be “friends” than online strangers. They also explained that more undergraduate’s students would have more unrelated friends as compared to older users in that they are more likely aware of other participants such as friends, family and work acquaintances who would have access to their public profiles.

2.3.6 Technical Features

Technical features contribute to user experience using social media platforms which may shape user experiences. They include completeness, flexibility, evolvability, and integration.

- Completeness

Social media users seek contents gratifications with easily accessible information access based on their personal needs (Joinson, 2008). According to Wixom and Todd (2005) completeness of a platform is the user’s perception of their
ability to engage at the desired level of specificity positively affects user’s experiences.

- **Flexibility**

  It is the degree to which users experience existing functionality in new ways when given to a platform creates positive user experiences which creates an experience that results in higher levels of user engagement (Prahalad & Ramaswamy, 2004).

- **Evolvability**

  Evolvability is the degree which social media platform evolves to meet user’s current needs (Wixom & Todd, 2005). More advanced user behavior can be affected by new platform functionalities. When more tools of content match user’s needs, they are likely to be more involved and more susceptible to participate (Wasko & Gangi, 2016). Facebook as a platform has been able to evolve over the years including newer features such as video chats in 2007, messenger and games. These applications have evolved beyond social media profiles and groups (Claussen et al., 2013).

- **Integration**

  Integration of a platform allows for users to create new contents that are personally meaningful to the users. These contents environments can be dynamic, rapidly changing in real time (Lessig, 2008). Integration therefore is the degree to which content is intermixed from various sources (Wixom & Todd, 2005). Integration increases the ease with which users can access content from different entry points and limits the development of barriers that could detract from feelings of user engagement (Korn, 2001; Loebbecke, 2007). These technical capabilities add to the importance of platform capabilities to drive social media engagement which influence engagement. Facebook has been on the fore
front in introducing third party developers which constantly keep the users engaged in the platform.

2.4 Facebook platform

Created in 2004, the platform hit 1 million users in a short while as compared to other mediums (Arora, 2013). Facebook has grown to be one of the most used social sites in the world, with at least half of the entire Facebook users by 2010 were logging in once a day and spending an average of 20 minutes on the platform (Kabani, 2010). The platform has, however, evolved to implement other features such as photo, video, content sharing, news feeds, instant messaging; unlimited commenting and now the Facebook live app, which helps platform users share live videos through the application (Facebook, 2017).

Earlier studies on the gender differences were done on the usage and attitude towards social media and various Social Networking sites (SNS). Brenner (2013) found out that about 71% of the women used Social Networking Sites as compared with 29% of men; one of the schools of thought who believed women were more likely to use SNS. However, others believe that more men use the internet as women because of concerns of privacy. Studies such as of (Akyildiz & Argan, 2012) found out that male gender use Facebook more frequently than females, with more friends, and time spent significantly more than females.

Studies regarding the type of information that is shared on social media have been found to be significantly different (Nemetz, 2010); women were more subjective to influences and identification than men (Peluchette and Karl, 2008). Additionally, women were more likely to conform to a majority opinion and were more relationship oriented than men (Shen, et al, 2010) while men were mostly likely to be task oriented, therefore the use for information technology will be more salient to men
than women (Shen, et al, 2010). Thus, explaining the research findings of 55% of men respondents as compared to 44% of women respondents.

The table below describes all the demographics of the 4.2 million Kenyan Facebook owners by 2014. The table illustrates that the majority of the users are Males between the ages of 18-24 (63%) and Females (36%) while ages between 25-34 male (65%) and females (35%). This table explains the higher use by Males in the responses in regard to the USIU-A students and the age Range, majority of who are enrolled in the University. The results from the different age groups show that more males signed up on Facebook than women. In Kenya, the table below describes the demographics who are accessing the Facebook platform.

**Table 2.4 Kenya age groups and gender and use of Facebook social media x 000**

<table>
<thead>
<tr>
<th>Age groups</th>
<th>Male users</th>
<th>%Male</th>
<th>Female Users</th>
<th>%Female</th>
<th>Total Users</th>
<th>%Total users</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-17</td>
<td>130</td>
<td>66.3%</td>
<td>66</td>
<td>33.7%</td>
<td>196</td>
<td>4.66%</td>
</tr>
<tr>
<td>18-24</td>
<td>1,100</td>
<td>63.95%</td>
<td>620</td>
<td>36.01%</td>
<td>1,720</td>
<td>40.93%</td>
</tr>
<tr>
<td>25-34</td>
<td>880</td>
<td>64.7%</td>
<td>480</td>
<td>35.29%</td>
<td>1,360</td>
<td>32.36%</td>
</tr>
<tr>
<td>35-44</td>
<td>280</td>
<td>70.00%</td>
<td>120</td>
<td>30.00%</td>
<td>400</td>
<td>9.52%</td>
</tr>
<tr>
<td>45-54</td>
<td>100</td>
<td>68.50%</td>
<td>46</td>
<td>31.50%</td>
<td>146</td>
<td>3.47%</td>
</tr>
<tr>
<td>55-64</td>
<td>32</td>
<td>61.50%</td>
<td>20</td>
<td>38.50%</td>
<td>52</td>
<td>1.23%</td>
</tr>
<tr>
<td>65+</td>
<td>182</td>
<td>55.48%</td>
<td>146</td>
<td>44.51%</td>
<td>328</td>
<td>7.81%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,704</strong></td>
<td><strong>64.4%</strong></td>
<td><strong>1,498</strong></td>
<td><strong>37.6%</strong></td>
<td><strong>4,202</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

***The table was adopted from Kemibaro (2014).***

![Distribution of Facebook users worldwide as of January](image)

**Figure 2.4.2: Distribution of Facebook users age & Gender (Statistica, 2018).**
In terms of Age, differentiation is seen in the adoption of technologies, in that older people may be more reluctant to join new technologies and have a more negative perception compared to younger people. Chat rooms, webcasting and internet related technologies are more likely to be adopted by younger generations (Akindehin and Akindehin, 2011). Contrary to Svorc (2012); Kwon and Noh (2010), age and general internet experience show limited influences on individual perceptions and usage of the internet. While the most significant age difference is found regarding the type of information posted on the internet, older people may find conventional posting and more personal choice intrusion by faculty more inappropriate than younger male students (Nemetz, 2010; Peluchette and Karl, 2008).

It was also found out that majority of the students who are active users of Facebook fall under Daily Active Users (DAU) and are aged 23-27, undergraduates at the University. This can be due to the large numbers of students between 18 and 30 years of age who have registered as both undergraduates and graduates at the University level, although Burbary (2011) states that the Y-generation students are more inclined to using new technologies that are available at their disposal.

Facebook is one of the leading social media site user among users around the world and is most frequently accessed in terms of Daily Active Users (DAU) and Monthly Active Users (MAU). This trend has also been seen with users in various academic institutions such as universities, where students like sharing, connecting with friends, and family using features such as photo sharing, videos, publishing wall posts and updating status. With the adoption of Facebook by many universities, there is a great deal of interest in how Facebook use is related to academic performance (Junco, R, 2012). Even in developing countries, Facebook is widely accessed by
students, with over 90% active participation among undergraduates (Eliason, Steinfeld and Lampe, 2011).

2.4.1 Facebook platform ideals

Facebook platform ideals are classified into four categories including: open and closed profiles, groups, pages and events, where users can create their own online identities with those who share their beliefs. The platform gives users the chance to participate in other activities that might not have been possible to do without (Kabani, 2010; Park et al., 2009). The online social media platforms like Facebook add the possibility for users to be aware of movements and professional social contacts, thus creating a sense of connection with other people without direct communication (Masuku & Moyo, 2014).

The Facebook platform provides support to the users with social interactions, which develop user experience while at the same time providing technical features for easy access to information, news and events that are trending.

The more positive the user experience, the greater the likelihood the user actively engages within Facebook – contributing User Generated Content such as photos, videos, personal information, and status updates, retrieving User Generated Content from friends, acquaintances, and other users, and finally exploring UGC on Facebook.

2.4.2 Facebook use as a communication tool studies

Facebook is mainly used for connection with persons with whom they are familiar. This enables users to maintain and solidify offline relationships as well as search for persons who are likely to have offline connections (Ellison Et al, 2007; & Lampe et al, 2006). This process makes gathering of information and promoting engagement easier to access due to the trust given to “friends” or by “friends of
friends’ privacy setting provided by Facebook compared to other social media platforms.

The platform was earlier considered as an avenue for youths, but now more people and the older generation are adopting the technology. Research done in 2015 by Pew Research, (2016) reported that 62% of online adults aged more than 65 have Facebook pages while younger adults are still utilizing the platform at high rates. In addition, Facebook as a platform allows for analysis of institutions to understand their engagement trends and monitor and manage contents. Institutions can use these platforms and the social engagement theory to understand and create more effective and fruitful communication and engagements with their stakeholders.

More and more people use social media platforms for online engagement and information gathering. This is exemplified by 93% of Twitter users; 95% of Instagram users and 92% of Pinterest users, who also use Facebook (Pew Research, 2016). Literature reviewed establishes the need for more research regarding Facebook as a communication and engagement tool used by youths for study and identification of future impacts on the said demographics on institutions and the online consumer market.

This thesis intends to find out the contents and motives behind engagement groups, given that youth are the primary influencers of the social media trends and conversations. It is also an interest of the study to establish the extent to which social media such as Facebook provides a platform for individuals to communicate and build relationships with each other. It is also an intention of the study to analyze the theory of user engagement and the usage of Facebook as an ideal platform given the fact that most internet users have at least a profile in Facebook and that there are at least 2 billion monthly active users, (Zephoria, 2017).
In institutions of higher learning, Facebook can be used for newsfeeds, alerts, social opinions, announcements and event notices. Communication tools, according to business blog companies, are: social intranet software - having a central portal for all their companies’ news and information; private groups and messaging chats; issue tracking which involves audio visual content platform; internal blogs; and discussion forums (PEW, 2016). All these features can be accessed on the Facebook platform. The Facebook platform can act as a communication tool for higher learning institutions using advertisements, news feeds, live interviews on targeted audiences but can also be used for creating awareness.

Facebook is both a social media and a communication tool that universities can use to address users’ needs. According to Magianni (2014), the 5Cs explain the importance of most social media tools including conversation, contributions, collaboration, community and connection. Platforms such as Facebook provide individuals with tools for communicating and sharing & receiving information, in addition to creating new relationships which are increasingly changing over the years (Asur and Huberman, 2010).

This paper focuses on USIU-A students who have enrolled in the higher learning institution. To capture the targeted audience, Lenhart et al, (2010) found that about 57% of users are 18-29-year old’s and may have more than one profile in Social Networking sites. Other studies on the time spent on social media varies depending on the nature of the user. According to Sheldon (2008) more than 50% of students enrolled in colleges access Social Networking Sites several times a day, while by 2010, the number had increased to 82% (Quan-Haase and Young 2010).

Social media is described as online technologies that help people share perspectives, opinions and insights. Such contents may include images, text and audio
visuals through online platforms that facilitates users to interact (Cann, et al., 2011). Although Facebook remains the most used SNS with college age students as a premier place for communication, it is also inclusive with other users (Golder, Wilkinson, & Humberman, 2005). In their research of Facebook users, their findings revealed an average mean of 144 friends per Facebook user. They claim that the result of heavy usage of the platform has been nurtured by the technological capacities which act as a bridge between offline and online interactions and that Facebook enables users to represent themselves and join and accumulate friends with common interest circles, forming relationships which can also be attested by (Ellison, Steinfield, & Lampe, 2007).

2.5 Administrative Communication in the digital era studies

Various institutions have been revising how to reach their students with vital administrative information. More institutions are considering the new media methods to reach their consumers, create and foster brands and enhance relationships in their communication strategies (Lovari, 2014). Social media as a communication tool is widely considered in communication fields such as public relations, crisis communication, health communication, new media and society, and many more areas in education. Danciu and Grosseck (2011) found that more universities and colleges are integrating social media platforms in their curriculum.

Facebook seems to have become a pervasive element in students’ lives, therefore, there is a potential for Facebook to have impact in social practices in the academic environment (Hewitt and Forte, 2006). Internet has shifted the way people access information and wide ranges of learning resources available on the internet (Johnson, 2011) for educational purposes. This paper redirects the attention on universities and the adoption of social networks for communication such as Facebook.
Kuppuswamy and Shankar (2010) state that social network websites grab the attention of students then diverts it towards non-educational and inappropriate actions, including useless chatting. However, it has been found that web use for academic reasons and assignments, including online instructional exercises, online classes and training material downloading is a positive step. Although Facebook has currently over 1.7 billion active users worldwide who have an average of 155 friends, 62% of the users have university education background and 30% of them having high school education while 8% are post graduate (Hootsuite, 2017). Even though a post reaches 75% of its potential engagement in the first 5 hours, there is still need for an academic research surrounding the platform.

For students, these social media networks enhance social connections and the ability to share daily learning experiences and conversations of several topics (Liccardi et al, 2007). Both academic and learning experiences benefit students. Students strongly recommend social networking websites for keeping in touch with friends and sharing information about anything (Lenhart and Madden, 2007) where more than 90% of college students use social networks (Wiley and Sisson, 2006), while also spending approximately 30 minutes throughout the day on social media sites as part of their daily routine (Eliason, 2007).

In the case of institutions such as universities, Facebook is used to promote digital media programs and activities at the universities on such issues as university learning activities such as discussions, spreading announcements, open events and seminars, informing logistic notices and institutional campaigns.

Research conducted on Facebook, for universities and educational purposes including Mazman and Usluel (2010) using 606 Facebook users, found that there were 3 primary uses of Facebook, especially for educational purposes that include,
communication, collaboration as well as sharing of resources/materials. They also proposed a model on how students utilize Facebook in the University context. These tools are highly beneficial for students of higher education and modernizing the process of student learning, interaction, collaboration and sharing (Chai-lee, 2013; Al-Rahimi et al., 2014).

Selwyn (2009) on the research of 909 British undergraduates revealed that students were using Facebook for criticizing their university experiences, sharing of information about assignments, deadlines, as well as other academic topics, in addition to seeking moral support and making studies related banter (Selwyn, 2009). New information acquired on social media encourages growth and provides students with ever rising learning community, which in turn, substitute both academic and social success, and through these platforms they serve as a way of involving students with educational goals and objectives through such informal methods (Paul Tess, 2013; Stella Wen Tian et al., 2011).

The increase in the use of social media networks and platforms such as Facebook is because of convenience, flexibility and functionality, thus causing a rapid growth and acceptance of social media within a short period (Al-Rahimi et al., 2013; Kirschner and Karpinski, 2010). On the other hand, the students’ receipt of information and their perception of information reaching them from the platforms has been a question of study. Khan (2012) states that students use social media mostly for entertainment purposes. Although internet and new technologies have a positive impact on students, they can also cause distractions (Gafni et al., 2012). Applications such as Facebook are significantly negatively associated with learning performance among fresh students (Junco et al., 2011; Junco, 2012).
Policy makers and educators are required to develop strategies and design applications to motivate students in the adoption of social media for learning by integrating them with learning activities (Baran, 2013; Chai-lee, 2013; Helou et al., 2012 and Santoso et al., 2014). However, recently, there is growing evidence that universities are setting up innovative and digital media, such as campus radios, WebTV, blogs and social network sites (Aquilani and Lovari, 2008). Facebook activities by students are expanded to include tagged posts and photos on location, relationship status and with whom, and to learn more about people whom they initially met offline (Lampe et al., 2006).

In Kenya, the Facebook university institution adoption is as follows: both public and private universities have a presence on Facebook. Kenyatta University has the highest number of followers, followed by Mount Kenya University with over 90,000 followers. Nairobi Institute of Technology had the third highest followers. USIU-A (United States International University-Africa) had over 30,000 followers. The numbers and ranking changed over periods of time. The information was gathered from socialbakers.com in 2018.

**Table 2.5 A sample of Kenyan University Facebook statistics**

**Kenyan Universities Facebook Statistics (March 2018)**

<table>
<thead>
<tr>
<th>University</th>
<th>Total likes</th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Kenyatta University</em></td>
<td>149,734</td>
<td>151,077</td>
</tr>
<tr>
<td><em>Mount Kenya University</em></td>
<td>90,988</td>
<td>91,349</td>
</tr>
<tr>
<td><em>Nairobi Institute of Technology</em></td>
<td>60,988</td>
<td>60,923</td>
</tr>
<tr>
<td>United States International University-A</td>
<td>30,428</td>
<td>30,444</td>
</tr>
</tbody>
</table>

**Source:** *Top 3 largest audience university pages in Kenya. Retrieved from: Social Bakers, (2018).*

Although the USIU-A has more than 30,000 followers alone, other Facebook related pages have followers in terms of pages and friends. As seen in table 2.5.1, there are 10 other USIU-A related pages that the students follow. From information
gathered on June 15th, 2018, the number of followers and likes vary and increase over time depending on the importance of the topic. Other pages such as USIU-A Yearbook, Mr. and Miss are mostly active during events.

The United States University-Africa page has over 30,000 followers. According to Likealyzer (2017) a website for social analytics, the main page has 100% response rate, photos being the highest content with 82%, and 9% content being video, while 1% is on engagement and at least 224 people are talking about USIU-A.

**Table 2.5.1 Followers and likes of the USIU-A related pages**

<table>
<thead>
<tr>
<th>No.</th>
<th>Facebook page</th>
<th>Followers</th>
<th>Likes</th>
<th>A/c name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Main page</td>
<td>30,951</td>
<td>-</td>
<td>@usiuafrica</td>
</tr>
<tr>
<td>2</td>
<td>Sports</td>
<td>1,017</td>
<td>1,020</td>
<td>@usiusports</td>
</tr>
<tr>
<td>3</td>
<td>Library</td>
<td>972</td>
<td>968</td>
<td>@usiulibrary</td>
</tr>
<tr>
<td>4</td>
<td>Careers</td>
<td>704</td>
<td>706</td>
<td>@usiuaCareers</td>
</tr>
<tr>
<td>5</td>
<td>Black/H/M</td>
<td>802</td>
<td>802</td>
<td>@usiuafricabhm</td>
</tr>
<tr>
<td>6</td>
<td>Financial/A/O</td>
<td>617</td>
<td>617</td>
<td>@www.usiu.ac.ke</td>
</tr>
<tr>
<td>7</td>
<td>Students/A/C</td>
<td>2,071</td>
<td>2,043</td>
<td>@usiuafricasac</td>
</tr>
<tr>
<td>8</td>
<td>Alumni;</td>
<td>2,288</td>
<td>-</td>
<td>@usiualumni</td>
</tr>
<tr>
<td>9</td>
<td>Mr. and Miss/U/A</td>
<td>1,563</td>
<td>1,558</td>
<td>mrandmrsusiuafrica</td>
</tr>
<tr>
<td>10</td>
<td>Radio</td>
<td>2,287</td>
<td>2,293</td>
<td>@usiuradio</td>
</tr>
</tbody>
</table>

**Key:** Black/H/M – Black History Month; Financial/A/O – Financial Aid Office; Students/A/C – Students Affairs Council; Mr. and Mrs./U/A – Mr. and Miss USIU-A
2.6 Conceptual framework

The Conceptual framework of this research is informed by two theories. The first is the Social Engagement Theory (Gangi and Wasko, 2016). Consideration of this theory focused on Social interactions covering the four (4) independent variables (IV) of the study (access to social resources, personalization, critical mass and transparency). The second theory considered was the Engagement Theory for Dependent variable (DV) (Facebook user engagement).

SOCIAL MEDIA ENGAGEMENT FRAMEWORK

<table>
<thead>
<tr>
<th>SOCIAL MEDIA USAGE</th>
<th>FACEBOOK USER ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to resources</td>
<td></td>
</tr>
<tr>
<td>Personalization</td>
<td></td>
</tr>
<tr>
<td>Critical mass</td>
<td></td>
</tr>
<tr>
<td>Transparency</td>
<td></td>
</tr>
</tbody>
</table>

**Independent Variable**
(USIU student’s Facebook user engagement)

**Intervening variable**
(User demographics, Platform algorithms or)

**Dependent variable**
(How USIU-A students use, access or respond to administrative information ON Facebook)

![Conceptual framework](image)

The framework of the Social Media Engagement is adopted from Social Engagement Theory proposed by Wasko and Gangi (2016) but only focuses on the social interaction of the theory to test Facebook usage and engagement. For this study, the independent variables used include: *(Access to resources, critical mass, transparency and personalization)* which may influence user engagement on a platform. On the other hand, intervening variables such as (user demographics and
platform algorithms) may indirectly influence user engagement of a platform, which will not be tested, while the dependable variable is the Facebook engagement from User Engagement Theory.

Other similar theoretical instructions and models for the utilization of Facebook for educational purposes was suggested by Mazman & Usluel (2010) which considers both the social and technical dimensions of Facebook as well as Facebook adoption and Facebook users’ goals. Their variables enlightened Facebook use for educational purposes together with the platform features of Facebook. Their variables also included the adoption of a platform that is directly influenced by the Ease of use, usefulness, social influence, facilitating conditions and identification which influence the purpose of the platform (social relation, work and daily activity) which, in turn, affects the educational usage of the platform.

They used a structural equation testing model on the five variables and found that usefulness was the positive influence towards adoption of Facebook, while communication, collaboration and resource sharing had roughly significant influence on the educational use of Facebook (Mazman and Usluel, 2010).

2.7 Research questions

The purpose of the study, theory, literature and conceptual model lead to the following research questions for investigation in the proposed study including:

**RQ1**: Does *personalization* increase social media engagement on USIU-A students while interacting with information meant for them by their institution?

**RQ2**: Does *transparency* increase social media engagement on USIU-A students while interacting with information meant for them by their institution?

**RQ3**: Does *critical mass* increase social media engagement by USIU-A students while interacting with information meant for them by their institution?

**RQ4**: Does *access to social resources* increase social media engagement of USIU-A students while interacting with information meant for them by their institution?
CHAPTER THREE
3.0 RESEARCH METHODOLOGY

3.1 Research design

The study used quantitative methodology to assess the user engagement of Facebook as an administrative communication tool. Study used survey method of data collection from random university students from USIU-A University. The samples of the researchers should aim at random sampling of the students which can be found through the university register (Foon & Sum 2012; Vitak, 2012). The survey method is appropriate for the research to find out the self-reporting on attitudes and feelings during the data collection process. Questionnaires will make it easy for data collection and analysis for a considerable number of respondents which are quantifiable.

United States International University- Africa (USIU-A) provided available respondents for the survey of Facebook as the preferred communication tool. The study analyzed the use of Facebook as a communication tool by students from USIU-Africa at a study period from April 2018 to May 2018 (spring 2018 semester). This is because there are new incoming students thus information about the new forms of relationships and information disseminated are most likely to be shared.

3.2 Population and Sampling

The population for students enrolled in USIU-A for spring 2018 is 1,520 while for under graduates enrolled in spring Semester 2018 is 5,134 students. To ensure equal chances in the population, random sampling was used to determine the population size for them.

Watson (2011) suggest a sample size of 381 sample size for population greater than 3,000. The population includes both Facebook users who have enrolled in either undergraduate or graduate school ranging from 18-35 years of age. Li and Bernoff (2011) suggest that the ideal age group for examining social media usage behavior is
between the ages of 18 and 27, making undergraduate as well as some graduate’s students the ideal subjects for the purposes of this study (See Appendix 4).

**Table 3.2 Population and Sampling schedule**

<table>
<thead>
<tr>
<th>Enrolment Spring 2018</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>5,134</td>
<td>77.2%</td>
</tr>
<tr>
<td>Graduates</td>
<td>1,520</td>
<td>22.8%</td>
</tr>
<tr>
<td>Total</td>
<td>6,654</td>
<td>100%</td>
</tr>
</tbody>
</table>

**3.2.1 Sampling schedule**

Random sampling technique was adopted to sample the respondents which included both undergraduate and graduate students. According to Watson’s (2001), sample size calculation proposed that for a total population of 3000 to 15000 and above with 5% margin of error, a sample size of three hundred and eighty and above from each stratum is acceptable. The students used for the pilot study would not be included in the final survey.

Thereafter random sample included 364 university students enrolled in USIU both undergraduate and graduate students. All 364 students were handed questionnaires requesting them to participate with the letter including a brief description of the study. Data collection was done through survey instrument, which incorporated Likert scales and input forms given to respondents testing the variables adopted from the Social Media engagement theory by Gangi and Wasko (2016). Respondents were given 2 weeks to finish the survey. The survey was designed to examine how USIU-A students use Facebook engagement for communication and how they perceive it as a platform for academic communication.

The desired sample size for USIU-A was computed by use of Fisher and Stoeckel (1998) as follows: (Where N is 6,654)

\[
n = Z^2 \cdot p \cdot (1-p) \cdot d^2
\]
Whereby:

N = sample size

Z = Standard score at 95 per cent level of confidence

p = the proportion of occurrence of the variable of focus (which is 0.5 where the figure is not known to provide maximum variability hence largest sample size)

q = the proportion of non-occurrence of the variable of focus (which is 1-p=0.5)

D= design effect (which is 1 for homogenous population)

d = margin of uncertainty error or level of significance also called width of absolute precision that is acceptable (for this study, estimates within ± 0.07 or = ±7% of precision will be acceptable).

3.3 Data Collection methods

The study assessed the Facebook user engagement as a communication tool by university students in USIU-A which used Social media engagement theory on 4 context levels social interactions i.e. (a) personalization – the questions such as demographics (Age, gender, education) (b) Access to social resources (frequency of use), (c) transparency (how much information is willingly shared), (d) critical mass (influences from friends and followers). The questionnaire included closed ended questions using Likert scale.

3.4 Data Analysis

To determine relationships between the independent and dependent variables, Pearson correlation was used. Correlation statistics between the four-main independent variable constructs against the user engagement dependent variable was computed and interpreted accordingly to determine if the increase in some independent variable increased user engagement statistics of USIU-A students on Facebook.
Some of the measures used included demographics such as age and gender a measure of Internet use adapted from (LaRose, et al., 2005), and whether respondents were Facebook members or not. Also included Facebook usage measures, such as time spent using Facebook and items designed to assess whether Facebook engagement was used for communication.

For measures of Facebook Usage and intensity, Facebook intensity scale (Cronbach's alpha=.83) was used for assessments of Facebook behavior and the extent to which the participant was actively engaged in Facebook activities. All items assessing the user experience were measured using a 5-point Likert scale. They include: personalization, access to social resources, critical mass of social acquaintances and transparency. These measurements shall help determine Facebook engagement as a communication tool while being used by university students in USIU-A.

3.5 Sample descriptions

3.5 (a) Response Rate

Response rate is the total number of respondents participating in a study and it is presented as a percentage. This study had a sample size of 364 respondents from USIU-A. The questionnaires were disseminated to 364 students randomly around the USIU-A campus and the Facebook users who already liked the university page between April and May 2018.

Table 3.5.1 Response rate distribution

<table>
<thead>
<tr>
<th>Sample</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated</td>
<td>256</td>
<td>70%</td>
</tr>
<tr>
<td>Not Participated</td>
<td>108</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>365</td>
<td>100%</td>
</tr>
</tbody>
</table>
The results as indicated in table 3.5.1 and figure 3.5.1 show that out of the 364 questionnaires given out 256 of them were retuned giving a 70% respondent rate.

![Percentage response rate distribution](image)

**Figure 3.5.1** Percentage response rate

**3.5 (b) Demographics analysis**

From the 364 questionnaires disseminated to the USIU-A students, in terms of gender, 143 (56 percent) were males while 113 (44 percent) were Females. In terms of education level, the majority were undergraduates with 188 (73 percent) respondents, graduates 63 (25 percent) while 5 (2 percent) were pre-university. The responses also show that the majority of the students age ranged between 22-27 years 102 (40 percent) while 28-32 years 79 (31 percent) 18-22 years 47 (18 percent) while the least respondents were aged between 33-38 years 28 (11 percent). See Appendix 6 which provides detailed demographic information.

On the information of the students status of Facebook use, 251 (98 percent) of the students reported having Facebook pages, while 5 (2 percent) reported not having a page. In reference to the question on how respondents identified themselves, 187 (70 percent) reported using their real names on the Facebook pages while 78 (30 percent) reported using Pseudo names on their Facebook profiles. On the question of whether
the students have received information from the administration such as announcements on the Facebook page. 182 (71 percent) reported to have received information from the USIU-A administration, while 74 (29 percent) had never received information from the university Facebook page/s. The respondents 210 (82 percent) followed USIU-A page/s, while 46 (18 percent) did not follow USIU-A Facebook pages. That means that from the respondents the majority followed USIU-A pages or its related pages. One of the most followed pages was the USIU-A main page with 101 (39.5 percent) followers. See appendix 6.

3.6 Reliability and Validity

The first validity test was done using a pilot study to students around the school of science-journalism labs- Lilian Beam at random. After completion of the questionnaire they were required to put inputs such as comments on wording, length, contents which were then used to revise the final questionnaire. 20 students from the population were selected for testing the instrument and data validity and face validity (whether the instrument test what its meant to measure). A total of 20 students completed the pilot study where results were uploaded into SPSS. The results and comments gathered made inputs to change some questions into Likert scales to get more information of the “Facebook usage” from the respondents and rephrase some of the questions to have more clarity on questions testing on the variables from number 15-20 of the questionnaire. The results were used to improve the instrument.

Reliability testing

The data was analyzed to attain the reliability of the paper. The reliability coefficient was determined and calculated using Cronbach Alpha. The test is designed to measure internal consistency of items in the questionnaire (which varies from 0-1) i.e. the closer to 1 the higher the internal consistency. The analysis was carried out
using SPSS Version 24. Bohrnstedt and Knoke (1994) suggest that researchers should strive for alphas of 0.70 or greater which indicates a reliable scale on the instrument. The total number of questions were 45 including 32 testing variables using the 5-point Likert scale. 4 questions on the Facebook usage by USIU-A students and while 8 questions were for the general information and demographics of the respondent regarding Facebook use. The overall Cronbach test resulted to consistency of items resulted to 0.908 on the standardized items.

<table>
<thead>
<tr>
<th>Table 3.6 Results of reliability test on all the items</th>
<th>Reliability statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach’s Alpha</td>
<td>Cronbach’s Alpha based on Standardized items</td>
</tr>
<tr>
<td>.917</td>
<td>.908</td>
</tr>
</tbody>
</table>

3.7 Ethical Considerations

The research survey participation was on voluntary basis additionally, the respondents were assured anonymity to protect their identification and avoid privacy concerns. The respondents were also provided with consent assent forms with full disclosure of the research intentions at the beginning of the survey as well as provide the purpose of the research conducted. The research and survey conducted was approved by the United States International University (USIU-A) Post Graduate Research Department (See Appendix 1) provided with a signed letter and clearance form from the USIU-A research department for the data collection.
CHAPTER FOUR

4.0 FINDINGS

4.1 Introduction of the research variables

The findings covered the Facebook usage at USIU-A. This included the analysis of the four variables. The study independent variables measured included (personalization, transparency, critical mass and access to social resources); while the dependent variable is the social media engagement of USIU-A Facebook.

4.2 Personalization and user engagement

This section analyzed the respondents’ perceptions on personalization of Facebook user messaging by USIU-A University students. The RQ1 tested on whether personalization of Facebook social media messaging increased user engagement by USIU-A students while interacting with information meant for them by their institution. The research questions tested the user’s frequencies and content checked by the USIU-A respondents on the Facebook platform.

Personalization was measured in line with the following by four topics:

a) Frequency of use of Facebook by USIU-A respondents,

b) Contents checked on Facebook by respondents,

c) Types of media preferred by respondents,

d) Respondents’ connection to personalized messages.

4.2 (a) Frequency use of Facebook by USIU-A respondents

The table below show that the highest usage of Facebook by USIU-A was daily/almost daily use by respondents 102 (40%). 79 (31%) respondents prefer to use Facebook on weekly/almost weekly basis. 51 (20%) preferred to use Facebook a few times a month while 24 (9%) of them prefer to use Facebook just a few times a year.
Discuss in chapter 5 how personalization is represented by frequency as a finding.

Make sense of that from/using literature.

**Table 4.2(a) Frequency use of Facebook by USIU-A respondents**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
<th>Valid Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily/almost daily</td>
<td>102</td>
<td>39.8</td>
<td>38.8</td>
</tr>
<tr>
<td>Weekly/almost weekly</td>
<td>79</td>
<td>30.9</td>
<td>30.9</td>
</tr>
<tr>
<td>Few times a month</td>
<td>51</td>
<td>19.9</td>
<td>19.9</td>
</tr>
<tr>
<td>Few times a year</td>
<td>24</td>
<td>9.4</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.2 (b) Type of content regularly checked by respondents on the USIU-A Facebook

The results of the types of contents preferred to be checked on the USIU-A Facebook page by respondents are illustrated in figure 4.5.2(b). The table indicates that the respondents who check news often and very often on content were 155 (61%), those who sometimes check news are 74 (29%), while those that rarely and never check on news are 27 (10%). The figure shows that among the respondents who check on business in the USIU-A Facebook page, often and more often are 166(65%); those that sometimes check business are 54 (21%) while those that rarely and never check business are 36 (14%).

The table further indicates that the respondents who often and very often check on entertainment content are (72%), while those that often and very often check on education content are 168 (66%); those checking sports are 166 (64%); those that check on careers are 176 (69%) and those that check events are 181 (71%).
Table 4.2(b) Types of media posts respondents check on USIU-A Facebook

<table>
<thead>
<tr>
<th>Responses</th>
<th>News</th>
<th>Bus</th>
<th>Ent</th>
<th>Edu</th>
<th>Sports</th>
<th>Careers</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>17</td>
<td>14</td>
<td>7</td>
<td>18</td>
<td>21</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>Rarely</td>
<td>10</td>
<td>22</td>
<td>18</td>
<td>17</td>
<td>24</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>74</td>
<td>54</td>
<td>48</td>
<td>53</td>
<td>47</td>
<td>47</td>
<td>57</td>
</tr>
<tr>
<td>Often</td>
<td>64</td>
<td>75</td>
<td>75</td>
<td>80</td>
<td>67</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Very Often</td>
<td>91</td>
<td>91</td>
<td>108</td>
<td>88</td>
<td>97</td>
<td>86</td>
<td>95</td>
</tr>
<tr>
<td>Totals</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>

The table further indicates that the respondents who often and very often check on entertainment content are (72%), while those that often and very often check on education content are 168 (66%); those checking sports are 166 (64%); those that check on careers are 176 (69%) and those that check events are 181 (71%).

The respondents who sometimes check entertainment are 48 (19%); those that sometimes check education content are 53 (21%); and those that sometimes check sports, careers and events are 47 (18%), 47 (18%) and 57 (22%). The results show that majority of the responding USIU-A students check the USIU-A Facebook pages.

4.2(c) Type of media post checked by respondents on the USIU-A Facebook

The respondents were asked to indicate what media posts they prefer to send messages using USIU-A Facebook platform.

Table 4.2 (c) Types of media posts respondents check on USIU-A Facebook

<table>
<thead>
<tr>
<th>Responses</th>
<th>Photos</th>
<th>Videos</th>
<th>Text only</th>
<th>Links/URL</th>
<th>Links (other platforms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
<td>17</td>
<td>28</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Sometimes</td>
<td>59</td>
<td>48</td>
<td>51</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>Often</td>
<td>97</td>
<td>91</td>
<td>83</td>
<td>81</td>
<td>70</td>
</tr>
<tr>
<td>Very Often</td>
<td>83</td>
<td>91</td>
<td>85</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td>Totals</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>
Table 4.2(c) illustrates the results and shows that respondents who often and very often send photos are 180 (70%), those that sometimes use photos are 59 (18%) and those respondents that rarely and never send photos are only 17 (6%). The respondents who often and very often post videos are 182 (72%), those that sometimes post videos are 48 (23%) and those respondents that rarely and never post videos are only 26 (10%).

A similar situation is shown by the table where those respondents who often and more often post text only are 168 (66%); those that post links/URL are 166 (65%) and those that post links posted from other platforms are 158 (62%). The table generally shows the majority of respondents post photos, videos, text only, links and links posted other links often and more often.

4.2 (d) Personalized messages by respondents on the USIU-A Facebook pages

The respondents were asked to indicate their opinions on personalized messages on the USIU-A Facebook pages. The responses of the statement that respondents feel more connected to personalized messages from the USIU-A Facebook pages are illustrated in table 4.5.2 (d) and figure 4.5.2 (d). The results show that 146 (57%) of the respondents agree (agree and strongly agree); those who were uncertain were 64 (25%) and those that disagreed (disagree and strongly disagree) were 46 (18%).

Table 4.5.2(d) Respondents connection to personalized Facebook messages

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>64</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>26.2</td>
<td>26.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>79</td>
<td>30.9</td>
<td>30.9</td>
</tr>
<tr>
<td>Totals</td>
<td>256</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 4.2 (d) Respondents' connectedness to personalized message from Facebook pages

4.3 Transparency and user engagement on USIU-A Facebook

This section analyzed the respondents’ perceptions on transparency of Facebook user messaging by USIU-A University students. The RQ2 tested on whether transparency of Facebook social media messaging increased user engagement by USIU-A students while interacting with information meant for them by their institution.

Research question 2 testing on transparency variable includes

a) Respondents concerns on transparency while posting on USIU-A page

b) Specific and attention to posting

4.3 (a) Respondents concerns on transparency while posting on USIU-A page

The questionnaire intended to find out respondent’s opinions on accessing university information and transparency. Would the respondents be concerned about their transparency while posting or receiving information on the USIU-A Facebook page? Using a 5-point Likert scale the respondents were asked to respond to the statement. The results are illustrated in table 4.3 (a).
Table 4.3 (a) Respondents concern about transparency while posting on USIU-A Page/s

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>9%</td>
</tr>
<tr>
<td>Uncertain</td>
<td>49</td>
<td>19%</td>
</tr>
<tr>
<td>Agree</td>
<td>88</td>
<td>34%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>83</td>
<td>34%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table reveals that 88 (34%) respondents agree and 86 (34%) strongly agree that they have concerned with their privacy online. The respondents that were uncertain were 49(19%) while a combination of respondents who disagreed were 22(9%) disagreed and 11(4%) strongly disagreed. The results show that majority of respondents 174(68%) of the respondents were concerned about their transparency when posting information on the USIU-A Facebook page.

4.3(b) Specific messages and attention of respondents to USIU-A Facebook pages

The study wanted to find out whether specific messages on Facebook pages make students (respondents) more attentive to the USIU-A Facebook administrative pages.

Table 4.3 (b) The more specific a message and attention of respondents

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>16</td>
<td>6.3</td>
<td>6.3</td>
<td>6.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>14.8</td>
<td>14.8</td>
<td>21.1</td>
</tr>
<tr>
<td>Uncertain</td>
<td>47</td>
<td>18.4</td>
<td>18.4</td>
<td>39.5</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
<td>28.1</td>
<td>28.1</td>
<td>67.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>83</td>
<td>32.4</td>
<td>32.4</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 (b) and figure 4.3 (b) show that 155(61%) respondents agreed (agree and strongly agree); the respondents that were uncertain were 47(18%) and those that disagreed with the statement (disagree and strongly disagree) were 55(21%). This
shows that majority of respondents are persuaded to pay attention to USIU-A administrative information by specific Facebook messages.

![Bar Chart](image)

The more specific a message by USIU-A, I am more persuaded to pay attention.

**Figure 4.3 (b) Specific message and attention of respondents on USIU-A Facebook**

4.4 Critical mass and user engagement

This section analyzed the respondents’ perceptions on critical mass of Facebook user messaging by USIU-A University students. The RQ3 tested on whether critical mass of Facebook social media messaging increased user engagement by USIU-A students while interacting with information meant for them by their institution. The research questions tested the effect of persons influencing others in joining social media pages and profiles. This includes several topics like.

a) Comments by other students and the engagement on USIU-A page

b) Influence of friends joining pages

c) Average number of respondents Facebook friends

4.4 (a) Comments by other students and the engagement on USIU-A page/s

The study sought the opinion of the respondents on whether comments from other USIU-A students would help them to engage more with information on the University’s Facebook page. The results in table 4.4(a) show that 80 (31%) of the respondents agreed with the statement that comments from other students would help
them engage more with the University Facebook page. Those who strongly agreed were 91 (36%).

Table 4.4 (a) The comments by other USIU-A students help me to engage more with information on the USIU-A page information

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>Uncertain</td>
<td>55</td>
<td>21.5</td>
<td>21.5</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>31.3</td>
<td>31.3</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>91</td>
<td>35.5</td>
<td>35.5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Those respondents that were uncertain were 55 (21%); those that disagreed with the statement were 19 (4%) disagreed and 11 (4%) strongly disagreed. The results therefore show a combination of 171 (67%) of respondents who felt that comments from other students would help them to engage more with information on the USIU-A Facebook page.

4.4 (b) The influence of friends and joining USIU-A Facebook pages

On the issue of influence of friends, the respondents were asked whether they would join USIU-A Facebook pages to follow their friends who had joined already. The results as shown in table 4.8.2 indicates that respondents strongly agree 83 (32%) to join USIU-A Facebook pages because their friends had joined. The table shows that the respondents that agree were 67 (26%); the uncertain respondents were 44 (14%) and those that did not agree with the statement were 33 (13%) disagree and 29 (11%) strongly disagree. There is therefore a majority of 150 (58%) of the respondents who agree with the statement that friends can influence them to join the University Facebook pages.
Table 4.4(b) Influence of friends and joining USIU-A Facebook pages

Statement: I am more likely to join USIU-A Facebook page if my friends have joined

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>29</td>
<td>11</td>
<td>11.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>33</td>
<td>13</td>
<td>12.9</td>
</tr>
<tr>
<td>Uncertain</td>
<td>44</td>
<td>17</td>
<td>17.2</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>26</td>
<td>26.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>83</td>
<td>32</td>
<td>32.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.4(c) Average number of Facebook friends in relation to critical mass

The study wanted to know the number of Facebook friends that the respondents had. Results from Table 4.4 c indicate that respondents with 100 or less Facebook friends were 11 (4%); those with 101 to 300 friends were 31 (12%). Respondents with 301 to 500 friends were 103 (40%) and those with 500 and more friends were 111 (43%). The results show that out of the 256 respondents 214 of them had between 301 to over 500 Facebook friends. This means that majority of the students studying at USIU-A have more than 300 friends

Table 4.4(c) Average number of respondents Facebook friends

<table>
<thead>
<tr>
<th>Number of friends</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 or less</td>
<td>11</td>
<td>4.3</td>
</tr>
<tr>
<td>Between 101-300</td>
<td>31</td>
<td>12.1</td>
</tr>
<tr>
<td>Between 301- 500</td>
<td>103</td>
<td>40.2</td>
</tr>
<tr>
<td>501 or more</td>
<td>111</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.5 Access to social resources and user engagement

This section analyzed the respondents’ perceptions on access to social resources of Facebook user messaging by USIU-A University students. The RQ4 tested on whether personalization of Facebook social media messaging increased user engagement by USIU-A students while interacting with information meant for them by their institution. This was meant to identify the devices and technologies most preferred by the students to access information through the internet.
Questions answering the research question 4 are as follows:

(a) Which are the most preferred devices to be used by the respondents

(b) Which are the most preferred technology used to access Facebook by the respondents

(c) Unlimited access in campus to access Facebook by respondents

**Figure 4.5 (a) Devices preferred for use to access USIU-A Facebook pages.**

The results in figure 4.5(a) show that in terms of desktop 35.2% of the respondents use desktop very often, 11.7% of them use the device often. Those who are uncertain are 25.8% while those who rarely and never use the device are 27.4%. When you combine the respondents who often and more often use the devices, you find that majority of the respondents use laptop 63.3%; mobiles 78.9% and tablet 43.8%. The results further show that mobile usage was higher followed by laptop, desktop and lastly tablet.

**Figure 4.5 (a): Access to USIU-A Facebook pages and device used by respondents.**

**4.5 (b) Unlimited access in Campus and access USIU-A Facebook pages**

The study wanted respondents’ opinion on whether unlimited access in campus will provide more access USIU-A Facebook pages. The table 4.5(b) shows that 72 (28%) respondents agree and 109 (43%) strongly agree that having unlimited
access to the campus makes students to have more access to the USIU-A Facebook page.

<table>
<thead>
<tr>
<th>Technologies Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>School WiFi</td>
</tr>
<tr>
<td>Public WiFi</td>
</tr>
<tr>
<td>Mobile Data</td>
</tr>
<tr>
<td>Home/work networks</td>
</tr>
</tbody>
</table>

**Figure 4.5 (b) Technologies preferred for use to access USIU-A Facebook pages**

The respondents that were uncertain were 45 (18%) while a combination of respondents who disagreed were 14 (6%) disagreed and 14 (6%) strongly disagreed. The results show that majority of respondents 181 (71%) of the respondents agreed that increasing unlimited access to the campus increases the chances to access USIU-A Facebook page.

**Table 4.5 (c): Unlimited access in Campus and access USIU- A Facebook pages**

<table>
<thead>
<tr>
<th>Statement: I am more likely to access USIU-A Facebook page if there is unlimited access in campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Uncertain</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>
4.6 Facebook as an administrative communication tool by university students

The section describes the perception of the students using Facebook pages. The results inform the usage of Facebook by university students.

**Table 4.6 (a) Usefulness of Facebook by USIU-A respondents**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
<th>Valid Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, it meets the students’ needs</td>
<td>68</td>
<td>26.6</td>
<td>26.6</td>
</tr>
<tr>
<td>Yes, it’s the best channel to communicate</td>
<td>101</td>
<td>39.5</td>
<td>39.5</td>
</tr>
<tr>
<td>Easy to receive information during emergencies</td>
<td>31</td>
<td>12.9</td>
<td>12.9</td>
</tr>
<tr>
<td>No, it clutters my home profile</td>
<td>56</td>
<td>21.9</td>
<td>21.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 (a) states that the students perceive Facebook as the best channel to communicate to students with majority agreeing to the fact usefulness of using USIU-A Facebook 101 (39.5%), meet the students’ needs 68 (26.6%), clutters home pages 56 (21.9%) and for receiving information during emergencies 31 (12.9%).

On the question on why the students joined the university Facebook page table 4.6.1(b) shows that the majority joined the pages for getting information.

**Table 4.6 (b) Reasons for joining Facebook by USIU-A respondents**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent (%)</th>
<th>Valid Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get information about the university</td>
<td>105</td>
<td>41.0</td>
<td>41.0</td>
</tr>
<tr>
<td>Taking part in events of the university</td>
<td>70</td>
<td>27.3</td>
<td>27.3</td>
</tr>
<tr>
<td>To engage with fellow students</td>
<td>39</td>
<td>15.2</td>
<td>15.2</td>
</tr>
<tr>
<td>Applications and other inquires</td>
<td>14</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>To lodge complaints</td>
<td>28</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>256</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 (b) shows that the respondents (41%) joined the USIU-A page for the purposes of getting information about the university. 70 (27%) taking part in events around the University, 39 (15%) to engage with other students, 28 (10%) for
lodging complaints while 14 (5%) for applications and other inquires. The results show that the least reasons for joining the USIU-A page was for applications and other inquires while the most used reason for joining ISIU-A pages was for getting information about the university.

4.6 (c) Pearson reliability Correlation on Facebook as a communication tool

Correlation analysis is done in a study to determine the direction and strength of the relationship between variables. The correlation matrix enables the study display coefficients for more than two variables (Blumberg et al, 2011). According to Crossman, (2013), correlation analysis results provide a coefficient which measures the linear association between two variables.

The correlation coefficient value ranges between -1 and +1 (Kinyanjui, et al, 2014). A +1 indicates that the two variables are perfectly related in a positive linear; a -1 correlation indicates that the variables are perfect negatively related. An SPSS Pearson correlation analysis for the usage of Facebook pages as communication tools by administrators in the study is illustrated in table 4.6.1. The analysis is based on Pearson correlation significant at 0.01 2-tailed.

4.6 (c) Usage of Facebook as a communication tool by Administrators

The results of the correlation analysis show that the USIU-A Facebook usage/group is an effective tool for supporting communication and information exchange (ETFSCIE 2) was positively related to USIU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials (ETFA/SES-1).

The Pearson’s Correlation Coefficient of $r = 0.648$ gives a strong relationship between the two variables. The observed level of significance (2-tailed) of 0.000 was statistically significant as the p-value is less than 0.05.
Table 4.6 (c) Usage of Facebook as a communication tool by Administrators

<table>
<thead>
<tr>
<th>USIU-A Facebook usage/group</th>
<th>Correlation (ETFA/SES-1)</th>
<th>2. (ETFSCI E-2)</th>
<th>3. (EEAPD D-3)</th>
<th>4. (UC/ABIE -4)</th>
<th>5. (IUFPEP -5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An effective tool for accessing and sharing educational resources; (ETFA/SES-1)</td>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. An effective tool for supporting communication and information exchange (ETFSCIE-2)</td>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>.648**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can enable and enhance engagement for academic and professional development (EEAPD-3)</td>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>.566**</td>
<td>.584**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. Update more contents/announcements before I can engage (UC/ABIE-4)</td>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>.496**</td>
<td>.535**</td>
<td>.642**</td>
<td>1</td>
</tr>
<tr>
<td>5. Information on USIU-A Facebook pages makes me engage in information promotion (IUFPEP-5)</td>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>.395**</td>
<td>.437**</td>
<td>.591**</td>
<td>.699**</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

The results further showed that there was positive relationship for all the variables. This is exemplified by the Pearson’s Correlation Coefficient of $r = .566$ between USIU-A Facebook page/group can enable and enhance engagement beyond school community for academic and professional development (EEAPD-3) and USIU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials (ETFA/SES-1). This significant at 0.000 (2-tailed) as the p-value is less than 0.05.

The other variables have similar results where USIU-A Facebook page/group can enable and enhance engagement beyond the school community for academic and professional development (EEAPD-3) and USIU-A Facebook usage/group is an
effective tool for supporting communication and information exchange (ETFSCIE 2) with a Correlation Coefficient of $r = 0.584^{**}$ and at level of significance (2-tailed) of 0.000, was statistically significant as the p-value is less than 0.05. Another positive relationship was observed between USIU-A Facebook page/group should update more contents/announcements through USIU-A Facebook page just as the Blackboard before I can engage (UC/ABIE-4) and USIU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials (ETFA/SES-1) with a Pearson’s Correlation Coefficient of $r = 0.496^{**}$ and at level of significance (2-tailed) of 0.000. The statistically significant as the p-value is less than 0.05.

A positive relationship was observed between If information on the main USIU-A Facebook page and on the other specific pages such as USIU-A radio, blackboard, I am more likely to engage in the event or information they are promoting (IUFPEIP-5) and USIU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials (ETFA/SES-1) with a Pearson’s Correlation Coefficient of $r = 0.395^{**}$ and at level of significance (2-tailed) of 0.000. The statistically significant as the p-value is less than 0.05. The study findings show that there was a positive relationship between all the variables on the Usage of Facebook as a communication tool by Administrators

4.6 (d) Variables and increase of User engagement of USIU-A page/s

The results of the correlation analysis show that the more personalized a message I am more likely to be persuaded to engage was positively related to I feel more connected to personalize messages. The Pearson’s Correlation Coefficient of $r = 0.534^{**}$ gives a strong relationship between the two variables. The observed level of significance (2-tailed) of 0.000 was statistically significant as the p-value is less than 0.05.
On the question of critical mass, the question was: I am more likely to join USIU-a page if my friends have joined. This question was positively correlated to the question: I feel more connected to personalized messages. The Pearson’s Correlation coefficient of \( r = 0.642^{**} \). Comments by other students help me engage on the USIU-A Facebook page was positive correlated with I am concerned about my transparency. The Pearson correlation was at \( r = 0.616^{**} \).

On the question on access to social resources and engagement of Facebook as a communication tool, I am more likely to access USIU-A pages if there is unlimited access in the campus by the comments by other students help me engage with the USIU-A page. The results of the Pearson correlation of \( r = 0.548^{**} \).

On transparency, I am concerned about my transparency while engaging in USIU-A page related to I am more likely to access USIU-A if there is unlimited access, the Correlation Coefficient of \( r = 0.509^{**} \), the more specific a message I am more persuaded to engage with USIU-A page at a correlation coefficient of 0.346**. Overall there was a positive correlation between the variables with all significance at 0.000 (2-tailed) as the p-value is less than 0.05. (See Appendix 8).
CHAPTER FIVE
5.0 DISCUSSION

5.1 Introduction

This chapter discusses the results obtained from the questionnaire and findings from chapter four, literature review as well as the thesis objectives. The research analyzed the patterns used by USIU-A (The United States International University-Africa) students and identified areas where the literature review has contradicted or confirmed the thesis analysis, including recommendations, while addressing the limitations of the study.

This paper therefore reviews the ‘user engagement of Facebook as a communication tool by USIU-A University students’. The variables tested include: personalization, transparency, critical mass and access to resources increases the user engagement of the USIU-A Facebook page/s. This thesis paper analyzed the correlation between the variables included in the research questions with the students’ participation such as access, preferred choice of media and the use of that social media.

5.2 Research Questions Discussions

The main findings for the discussion are that Facebook is a communication tool for students of USIU-A and a large number of respondents reported visiting on a daily basis Daily Active Users (DAU) (39.8%) and weekly (30%) log in. In this research 251 (90%) of the USIU-A students had a page while 5 (10%) of the respondents did not have a Facebook page. As confirmed by (Jones & Fox, 2009), whereby anywhere between 85% and 99% of the university students use Facebook. Thus, statement supports literature.
5.2.1 Personalization and user engagement of USIU-A students with administrative information on Facebook

Survey findings indicate that personalization has a significant influence on the user engagement of USIU-A Facebook page. The analysis reveals that the students feel more persuaded and more connected to the posts on Facebook when the messages are more personalized. (30.9%) strongly agreed and (26%) agreed a cumulative of 56.9% of the respondents stated that the more personalized a message posted on the USIU-A Facebook page, the more likely they are to engage with the content posted.

Additionally, most of the students surveyed followed the USIU-A main page over 30,000 followers. Apart from the main USIU-A page (for informational purposes) from the research, entertainment (USIU-A Radio,) events (USIU-A SAC) students Affairs council and USIU-Alumni had the most engagement with over 2,000 followers. This result has been supported by other literature in that; Studies done by Junco (2012) show that the students spend a great deal of energy using Facebook checking and engaging in variety of other Facebook activities. Selwyn (2009) found out that most of the students engaged in most recent activities involving their university life such as lectures, events, meetings and places within the university. Selwyn found out that 4% only were related to academics such as lecturers, and seminars. Therefore, supporting the notion that students followed or engage more non academical topics making entertainment, sports and events have higher participation on Facebook.

On the content checked by students, most of the students engaging in co-curricular activities reported to be involved on average of two or more clubs (Kirschner and Karpinsky, 2010).
From the findings on the Facebook engagement, the results found out that the respondents frequently visit the Facebook pages, to take part in events at the university (27.3%) and to get information about the university news, events, views pictures instantly (41%) while the rest is to engage with fellow students including alumni and applications and other application enquiries take a later smaller percentage (5.5%) and (15.3%) and to lodge complaints (10.9%). Therefore, most students engaged on the USIU-A Facebook pages and related pages for getting information about the university.

Furthermore, on the types of contents the respondents prefer to view on the Facebook pages, a majority of the respondent visited or posted more of videos and photos, respondents who often and very often send photos are 180 (70%). The respondents who often and very often post videos are 182 (72%). Photos and videos were closely and most widely used by the students. Contrary to a survey done by Facebook (2018), the most viewed content is the links/ links then video content on Facebook, then photos. The video contents can be explained through the introduction of Facebook Live which generates the majority of the video content in Facebook (Facebook, 2018).

This therefore means that communication through Facebook can increase engagement with more personalized contents from the pages by understanding what the target audiences prefer, in this case USIU- A students. I.e. Personalized messages also had an impact on the USIU-A students or users, whereby majority of the students agreed that the more personalized a message 79 (30%) the more likely they are to engage in Facebook platform.

Understanding where the students are the most encourage them to participate as they engage in social media for information and events around the campus. Thus, increase
of personalized messages will increase user engagement of USIU-A Facebook page. Supported by literature on personalized messages to capture user’s attention. Individualized attention to user’s perceptions increases users attitude, leading to a higher user engagement to a platform (Kettinger & Lee, 1994; Prahalad & Ramaswamy, 2004). Therefore, Administration can increase engagement by targeting the selected audiences.

5.2.2 Does transparency increase social media engagement on USIU-A students while interacting with information meant for them by their institutions?

The study revealed that transparency had significance in relation to user engagement with the USIU-A page/s. Most of the respondents were admitting having issues with their online transparency and privacy as well while posting on the USIU-A Facebook page/s. 88 (34%) either agreed or 86 (34%) strongly agreed to having concerns. Therefore, it is important for administrators not to be too infringing to the topics of discussions of the students. Although, a study by Lampe between 2006 and 2008 found out that students were engaging in the Facebook page to reach out to the relationships they previously had made offline. Even though there were some discomfort about the administration viewing their profiles, the students had the perception that non-peers and faculty rarely checked their profiles.

Still on transparency, (30%) of the students reported having pseudo names, while the majority are using their real names on the Facebook platforms (70%). Facebook in 2017 records 270 Million fake profiles and/or duplicate accounts (Facebook, 2017), which eventually makes the users follow people whom they know personally, either family members, friends or acquaintances in their circles.

Transparency in social media is defined as the degree of information symmetry among users, therefore, when there is higher transparency, it reduces the
concerns of opportunistic behavior thus creates a perception of a trusted community (Prahalad & Ramaswamy, 2004). And when they are concerns about the transparency issue the vice versa is true. Users tend to shy away from the same platform for their fear of their information and privacy which they will therefore have a negative perception of the platform thus not engage or disengage altogether.

As shown in the results in chapter 4, 251 (98%) of the respondents had a Facebook account and 5 (2%) did not have for other personal reasons. This works well with Junco (2012) who found out in his research that “internet and American Life” project, whereby 67% and 75% of the college-aged young adults use social networking sites and that around 10% did not have Facebook accounts due to various reasons.

5.2.3 Does critical mass increase social media engagement on USIU-A students while interacting with information meant for them by their institutions?

Critical mass influences user engagement and had a higher significance to the users of USIU-A Facebook page/s. From the study done on USIU-A students, critical mass was found to be the most influential variable to engagement. In that if more students and the likes joined and engaged in communication, the higher the chances of the Facebook page engagement. The critical mass is part of the reason on how people react on social media depends on the other followers on the same platform. Many researches have been done regarding the followers.

Students strongly recommend social networking websites for keeping in touch with friends and information about anything (Lenhart and Madden, 2007). This statement can be seen by the numbers of friends and influences they have on others. Therefore, on the question of how many friends people have most of the students suggested that they had more than 300 friends. The results showed that (40%) of the
respondents had between 301 and 500 friends while (43%) of the respondents had 500 friends and more in their profiles. Although research done earlier than 2009 suggests that most profile holders of Facebook have an average of 114 friends and some suggest that persons ages between 18-35 have an average of 300-500 friends in their Facebook profiles.

When asked the question of whether they were more likely to join a page if their friends have joined, it was revealed that (32%) strongly agreed while (26%) agreed that they can be influenced by friends and family in terms of making online decisions. Therefore, the increase of critical mass (friends and followers) can increase the overall Facebook engagement. Critical mass is the perception that most people who are important to the user are participating in the same platform and that they will remain involved (Hsu & Lin, 2008) and its therefore needed for intense involvement, a study done on teenagers use of My space stated that “cuz” their friends are there (Boyd, 2007).

Majority of the students who had Facebook pages agreed to visit the Facebook page, daily/ almost daily and weekly/almost weekly as compared to a lower percentage of the monthly/almost monthly to yearly almost yearly users. Tarantino et al. (2013) added that students become more engaged when they participate around community of learners and other students and the course content, critical thinking and individual student developments. Therefore, when the question on whether Facebook can enable and enhance engagement beyond the school community for academic and professional development, (35%) strongly agreed while (41%) agreed that it enables enhancement. From the research, Facebook can be used to influence students to engage on matters that are academic in nature.
5.2.4 Does access to resources increase social media engagement on USIU-A students while interacting with information meant for them by their institutions?

Access to resources had significance in USIU-A engagement on the Facebook page. When the students were asked whether they were more likely to access USIU-A Facebook page if they were unlimited access in the campus, the results revealed that (42.6%) strongly agreed, while (28.1%) agreed that they would increase the following and engage more on the Facebook pages. From the study, access to resources was found to be increase user engagement but 29% of the students were either disagreeing or not sure whether increase in access to resources such as unlimited Wi-Fi and devices would increase their engagement on the USIU-A Facebook page as some were not engaging altogether. While the majority 70% stated that increase in access to resources may increase engagement on the Facebook page. It is often assumed that once internet services are made available, the students will be users of these services in order to enhance their academic work (Kamonde 2003).

Furthermore, on the technologies, they responded to be using Mobile data and home/work networks more often than using the school Wi-Fi and lastly public Wi-Fi. Therefore, sending messages on the pages that are mobile friendly are more likely to have respondents access the platform more often. The results also showed that the usage to daily/almost daily and weekly usage was higher. The study found that where there was an increase in access to resources such as devices and technologies, there was a higher chance of user engagement of the Facebook page.

There was a variety of devices the respondents use to access Facebook. Mobile phone was mostly preferable to be used for the communication choice with majority saying very often (32%) and the technology used was the Mobile data very often (22%). Laptops and desktops had an average use from the respondents with a
majority saying that they sometimes (33%) used the platforms (12%) while the majority said they almost never used the tablet (33%). Therefore, most of the students used mobile phones to access Facebook profiles. Justifying the use of mobile phones as the main access of Facebook, Smith (2011) who did a study on African Americans and Latino’s reveals that, the races often used mobile devices to access social media platforms as compared to white internet users in a study of PEW research.

Similarly, Erdem et al., (2014) in their study found out that students found it easier to access Facebook because it had already become part of their lives, and with the increasing popularity of smartphones. While a significant number of the users had daily login of 102 (39%) respondents, a majority also visit the page at least once a week 79 (31%) as compared to users engaging few times a year 24 (9%). These statistics can be explained through increase of Facebook usage due to convenience, flexibility as well as functionality within a short period (Al-Rahimi et al.,2013) while the number of Daily Active users (DAU) increased by 82% (Quan-Haase and Young 2010).

Access to social resources is prominent with the age groups between the ages of 18-30 years who majority uses their mobile phone to access several social media platforms. According to Facebook (2018) report dated April 25th, 2018, there are currently 2.2 Billion monthly Facebook users which has seen an increase of 13% and 1.15 Billion mobile daily users, which has also seen a significant increase of 23% a growth in Facebook mobile traffic.

5.3 Effectiveness of Facebook as a communication tool between the university administration and the students

Studies and relevant literature was conducted in order to provide for a solid theoretical frame work on whether the increase of the variables, resulted to increase of
engagement using the USIU-Facebook page. The literature suggests that having many likes and more active users can influence effectively their target audiences. The study indicated a general positive view on the effectiveness of using Facebook as a communication tool from the administration to their students.

On the issue of the student’s usefulness of Facebook to them, the results revealed that indeed the majority of the respondents (39.5%) agreed that it was the best channel to communicate with the students while (26.6%) stated that Facebook meets the student’s needs. Esteves (2012) research found out that students indicated using Facebook was a good experience as they would use it after class to stay in touch with their classmates. On the issue of engagement, it emerges from the findings that the participants (15.2%) said they will use it for engagement with other students and Alumni

According to the findings of the study on engaging and sharing educational resources or materials (31.6%) strongly agree and (30%) agree Facebook is an effective tool for communication from the administration to students. When questioned on whether Facebook is effective as a communication tool, the respondents (32.4%) strongly agree while (38.4%) agree to Facebook being an effective tool for communication.

Ellison (2010) reported that undergraduates are using Facebook to coordinate face-to-face study group meetings, to manage group projects and meetings. Additionally, Ratneswary and Rasiah (2014) found out that Facebook was perceived as an innovation and effective tool for a student-centered learning environment.

**RECOMMENDATIONS**

Given the positive results with high correlations between and among variables, it is highly recommended that United States International University-Africa (USIU-A)
and other institutions of higher learning use user engagement of Facebook as an administrative tool for communication to students.

**Recommendations for further studies**

Further research should be done on the variables (individually) and the mixed method to clearly understand the motivations behind social media engagement on platform such as Facebook and the view of how administrators communicate back to their students on Facebook.

**Recommendations for practice**

Various institutions have been revising how to reach their students with effective administrative information. More institutions are considering the new media methods to reach their consumers, create and foster brand and enhance relationships in their communication strategies (Lovari, 2014). Taking advice from O’Rawe (2010), academics should exercise caution in moving into social networking space, in that Facebook communication is mainly for social use rather than academic purposes. A notion also supported by Jones and Madden (2002), Wambilyanga (2002). University administrators can adopt several strategies by focusing on the demographics, contents mostly preferred and consider using the Facebook page for administration communication as, although there is limited engagement, majority of the students still visit several university pages for communication.

**Practical implications**

From the results gathered, the most influential variables were critical mass and personalization of contents posted on the USIU-A Facebook pages. Whereby students are encouraged by others to engage and converse to the several platforms, therefore identifying the elements that influences the community increases engagement.
**Recommendation for policy**

There is an increase in the use of Facebook by higher learning institutions in the world. Therefore, there is a need for universities to have communication strategies for their platforms and make a way to give feedback without infringing the university policies. Part of the limitations in access to social sites such as Facebook around the campus is due to the closed links to social media platforms that may affect the students’ academic performances.

**Conclusions**

The main conclusion found that the research is in line with the theories and concepts in the objectives. The research focused on user engagement of Facebook as a communication tool using students of USIU-A. Most of the students surveyed were aware of the Facebook pages, followed the USIU-A main page and have received information sent by the institution, where students viewed Facebook using their real names. Therefore, some of the recommendations based on the literature and research conclusions include:

More deliberate contents in terms of personalized messages will increase engagement on the Facebook page. More access to devices such as various mobile phones, laptops and desktops configured and Wi-Fi around the school will increase engagement. Posting contents and more like a person behind the communication, inbox and respond in a way accepted by the institution in a transparent manner will result in more engagement. The most influential people are those that are friends and family, reposting more achievement of USIU-A users and profile will create more awareness to diverse critical mass thus increasing engagement by influencing others to engage. As 36% of the students agreed that they will comment and engage if others did so.
The research revealed that students visited the pages for other reasons such as events, activities and information around the university and contents such as news, business and entertainment. Additionally, other platforms may be influencing the pages whereby, individuals can read the posts without getting online through links of Facebook to other platforms. Additionally, the results gathered were informative to other universities and administrations in disseminating the right information to their students in the most effective way. By doing so, the information will aid in identifying the trends, and elements that provoke the respondents to engage in the information being sent to them. Supported by Mason (2006), Facebook is being considered for its beneficial qualities due to beneficial qualities of interactive tools and enabling feedback thus befits the social context.
REFERENCES


Johnson, M.P. Using the Internet to Improve Student Learning and Achievement (2011), pp. 1-29.


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APPENDICES

Appendix 1 – IRB

20th July, 2018

Zainab Mboga
School of Communication, Cinematics & Creative Arts

Project Title: User Engagement of Facebook as a Communication Tool by Students of USIU - A

Dear Mboga,

Thank you for submitting your application for exemption to the USIU-Africa Institutional Review Board (USIU-A IRB). The IRB appreciates your work in completing the proposal. Your proposal was evaluated in light of the policies that govern the protection of human subjects.

The IRB has determined that your proposed project employs surveys that pose no more than minimal risk to the participants. The information will be obtained in such a way that one’s responses will not be linked to one’s identity or identifying information. For these reasons, the USIU-A IRB has determined that your proposed study is exempt from further IRB review.

Even though your project is exempt from IRB review, the research must be conducted according to the proposal submitted to the USIU-A IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. Please be aware that changes to the research protocol may prevent the research from qualifying for exempt review and require submission of a new IRB application or other materials to the USIU-A IRB.

Should you or study participants have any queries regarding IRB’s consideration of this project, please contact irb@usi.ac.ke.

Sincerely,

Dr. Damary Sikalihe
Chair | IRB | USIU-Africa
dsikalihe@usi.ac.ke
Office 0730 116 112

CC: Research Office
p.o.box 14634-00800 Nairobi, Kenya | tel:254-730-116-000 | info@usi.ac.ke
www.usi.ac.ke
### Appendix 2 – USIU Enrollment Data spring 2018: Population and Sampling schedule

<table>
<thead>
<tr>
<th>Students</th>
<th>Male Number</th>
<th>Male%</th>
<th>Female</th>
<th>Female %</th>
<th>Total number</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>2,655</td>
<td>51.7%</td>
<td>2,479</td>
<td>48.3%</td>
<td>5,134</td>
<td>100%</td>
</tr>
<tr>
<td>Graduates</td>
<td>609</td>
<td>39.5%</td>
<td>934</td>
<td>60.5%</td>
<td>1,543</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>3,264</td>
<td>48.9%</td>
<td>3,413</td>
<td>51.1%</td>
<td>6,677</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: USIU-A Student registration office (2018)*
Appendix 3 - Survey Questionnaire

SURVEY QUESTIONNAIRE SAMPLE

USIU-A FACEBOOK PAGE QUESTIONNAIRE

My name is Zainab Mboga, a master’s in communication student at USIU-A. As part of my thesis, I am conducting a study investigating the user engagement of Facebook as a Communication tool by University students at the USIU-A, specifically, as regards their interaction with information meant for them by the USIU-A Administration. Kindly note that your participation is on voluntary basis. You are therefore free to withdraw from the study at any stage. The data collected is purely for academic purposes and will be treated completely confidential. Your participation will help advance knowledge on social media user engagement in academic administrative communication. Welcome.

PART 1: BACKGROUND INFORMATION:

Do you have a Facebook Profile?  Yes ☐  No ☐

What names do you use in your Facebook profile?  Real names ☐  Pseudo names ☐

What is your gender?  Male ☐  Female ☐

What is your educational level?  Pre-University ☐  Undergraduate ☐  Graduate ☐

What is your age?  18-22 Years ☐  23-27 Years ☐  28-32 Years ☐  33-38 Years ☐

Have you ever received USIU-A information or announcements on Facebook?  Yes ☐  No ☐

Do you follow USIU-A Page of Facebook?  Yes ☐  No ☐

*If yes, how many pages related to USIU-A do you follow (Tick all the relevant pages that you follow on Facebook)

USIU-A Main page ☐  USIU-A Sports ☐  USIU-A Library ☐  USIU-A Careers ☐  USIU-A Black history month ☐
PART 2: FACEBOOK USAGE OF USIU-A

1. How often do you use Facebook in general?
   - Daily/almost daily
   - Weekly/almost weekly
   - Few times a month
   - Few times a year

2. Which devices and technologies do you use to access Facebook on?

<table>
<thead>
<tr>
<th>Device</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tablet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Wi-fi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Wi-fi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home/Work networks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What types of contents do you regularly check on?

<table>
<thead>
<tr>
<th>Content</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic/Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links/URL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Links posted from other platforms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. **What do you like most about University Facebook? (CHOOSE 1)**

- [ ] To get information about the University news, events, view pictures instantly
- [ ] Application and other enquiries  
- [ ] Taking part in the events that the University runs to engage students
- [ ] To engage with fellow students and alumni  
- [ ] To lodge complaints

5. **Do you think that communicating with the university through the Facebook page is useful to students? (CHOOSE 1)**

- [ ] Yes, it meets the needs of students  
- [ ] Yes, it is the best channel to communicate as the students are on Facebook
- [ ] Yes, easy to receive information during emergencies  
- [ ] No, it clutters my home profile page

6. **What is your average number of friends (CHOOSE 1)**

- [ ] 00 friends or less  
- [ ] Between 101-300  
- [ ] Between 301-500  
- [ ] 501 friends or more
Choose the level that best suits your way of using Facebook. Kindly indicate [✓] the extent to which you agree with the following statements on the Personalization on a scale of 1-5.

1-Strongly Disagree, 2-Disagree, 3-Uncertain, 4-Agree, 5-Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The more specific a message by the USIU-A administration on Facebook, the more I am persuaded to pay attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I feel more connected to personalized messages from USIU-A Facebook pages.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am more likely to join USIU-A Facebook page if my friends have joined</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The comments by other USIU-A students help me to engage more with information on the USIU-A page information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I am concerned about my transparency while posting on USIU-A page</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I am more likely to access USIU-A Facebook page if there is unlimited access in campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 USIU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials.

2 USIU-A Facebook page/group is an effective tool supporting communication and exchange information.

3 USIU-A Facebook page/group can enable and enhance engagement beyond school community for academic and professional development.

4 USIU-A Facebook page/group should update more contents/announcements through USIU-A Facebook just as blackboard before I can engage.

5 If information is on the main USIU-A page and on the other specific pages such as USIU-A Radio, blackboard, I am more likely to engage in the event or information they are promoting.

The End.
Appendix 4 - Results of Pearson correlation on variables

<table>
<thead>
<tr>
<th>Correlations</th>
<th>The more specific a message by USIU-A administration on Facebook the more I am persuaded to pay attention</th>
<th>I feel more connected to personalized message from USIU-A Facebook pages</th>
<th>I am more likely to join USIU-A Facebook page if my friends have joined</th>
<th>The comments by other USIU-A students help me to engage more within information on the USIU-A page information</th>
<th>I am concerned about my transparency while posting on USIU-A page</th>
<th>I am more likely to access USIU-A Facebook page if there is unlimited access in campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The more specific a message by USIU-A administration on Facebook the more I am persuadeled to pay attention</td>
<td>Pearson Correlation: .534** Sig. (2-tailed): .000 N: 256</td>
<td>.403**</td>
<td>.449**</td>
<td>.346**</td>
<td>.422**</td>
<td>.000</td>
</tr>
<tr>
<td>I feel more connected to personalized message from USIU-A Facebook pages</td>
<td>Pearson Correlation: .524** Sig. (2-tailed): .000 N: 256</td>
<td>.542**</td>
<td>.549**</td>
<td>.453**</td>
<td>.453**</td>
<td>.000</td>
</tr>
<tr>
<td>I am more likely to join USIU-A Facebook page if my friends have joined</td>
<td>Pearson Correlation: .463** Sig. (2-tailed): .000 N: 256</td>
<td>.542**</td>
<td>.507**</td>
<td>.469**</td>
<td>.527**</td>
<td>.000</td>
</tr>
<tr>
<td>The comments by other USIU-A students help me to engage more within information on the USIU-A page information</td>
<td>Pearson Correlation: .449** Sig. (2-tailed): .000 N: 256</td>
<td>.549**</td>
<td>.507**</td>
<td>.616**</td>
<td>.548**</td>
<td>.000</td>
</tr>
<tr>
<td>I am concerned about my transparency while posting on USIU-A page</td>
<td>Pearson Correlation: .346** Sig. (2-tailed): .000 N: 256</td>
<td>.453**</td>
<td>.499**</td>
<td>.516**</td>
<td>1</td>
<td>.509**</td>
</tr>
<tr>
<td>I am more likely to access USIU-A Facebook page if there is unlimited access in campus</td>
<td>Pearson Correlation: .422** Sig. (2-tailed): .000 N: 256</td>
<td>.453**</td>
<td>.527**</td>
<td>.546**</td>
<td>.509**</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Appendix 5 – Results of Pearson correlation on admin communication

<table>
<thead>
<tr>
<th>Correlations</th>
<th>USU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials</th>
<th>USU-A Facebook page/group can enhance engagement beyond school community for academic and professional development</th>
<th>USU-A Facebook page/group should update more content/announcements through USU-A Facebook page just as blackboard before I can engage</th>
<th>Information on the main USU-A Facebook page and on the other specific pages such as USU-A radio, blackboard, I am more likely to engage in the event or information they are promoting</th>
</tr>
</thead>
<tbody>
<tr>
<td>USU-A Facebook page/group is an effective tool for accessing and sharing educational resources/materials</td>
<td>Pearson Correlation</td>
<td>.649**</td>
<td>.566**</td>
<td>.496**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>USU-A Facebook page/group is an effective tool for supporting communication and information exchange</td>
<td>Pearson Correlation</td>
<td>.649**</td>
<td>1</td>
<td>.584**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>USU-A Facebook page/group can enhance engagement beyond school community for academic and professional development</td>
<td>Pearson Correlation</td>
<td>.566**</td>
<td>.594**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>USU-A Facebook page/group should update more content/announcements through USU-A Facebook page just as blackboard before I can engage</td>
<td>Pearson Correlation</td>
<td>.495**</td>
<td>.535**</td>
<td>.542**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
<tr>
<td>Information on the main USU-A Facebook page and on the other specific pages such as USU-A radio, blackboard, I am more likely to engage in the event or information they are promoting</td>
<td>Pearson Correlation</td>
<td>.395**</td>
<td>.437**</td>
<td>.591**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>256</td>
<td>256</td>
<td>256</td>
<td>256</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Appendix 6 – Sample Descriptions

### Demographics for USIU-A Respondents: Gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>143</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>113</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Demographics for USIU-A Respondents: Education

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-University</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>188</td>
<td>73%</td>
</tr>
<tr>
<td>Graduate</td>
<td>63</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Demographics for USIU-A Respondents: Age

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18–22 years</td>
<td>47</td>
<td>18%</td>
</tr>
<tr>
<td>23–27 years</td>
<td>102</td>
<td>40%</td>
</tr>
<tr>
<td>28–32 years</td>
<td>79</td>
<td>31%</td>
</tr>
<tr>
<td>33–38 years</td>
<td>28</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Status of Students Facebook profile/page

<table>
<thead>
<tr>
<th>Sample</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Facebook profile/page</td>
<td>251</td>
<td>98%</td>
</tr>
<tr>
<td>Students without Facebook profile/page</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Names used on their Facebook profiles

<table>
<thead>
<tr>
<th>Names used by respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students using real names</td>
<td>187</td>
<td>70%</td>
</tr>
<tr>
<td>Students using pseudo names</td>
<td>78</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Receipt of Administrative Information from USIU-A Facebook page

<table>
<thead>
<tr>
<th>Administrative information</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received information</td>
<td>182</td>
<td>71%</td>
</tr>
<tr>
<td>Never received information</td>
<td>74</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Respondents’ that follow or do not follow USIU-A Facebook Pages

<table>
<thead>
<tr>
<th>Names used by respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents that follow USIU-A Facebook pages</td>
<td>210</td>
<td>82%</td>
</tr>
<tr>
<td>Respondents that do not follow USIU-A Facebook pages</td>
<td>46</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

### Indicate the relevant USIU-A Facebook pages you follow

<table>
<thead>
<tr>
<th>Respondents who follow USIU-A page/s</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main page</td>
<td>101</td>
<td>39.5%</td>
</tr>
<tr>
<td>Sports</td>
<td>16</td>
<td>6.3%</td>
</tr>
<tr>
<td>Library</td>
<td>21</td>
<td>8.2%</td>
</tr>
<tr>
<td>A Careers</td>
<td>27</td>
<td>10.5%</td>
</tr>
<tr>
<td>Black history month</td>
<td>6</td>
<td>2.3%</td>
</tr>
<tr>
<td>Financial aid office</td>
<td>7</td>
<td>2.7%</td>
</tr>
<tr>
<td>SAC</td>
<td>6</td>
<td>2.3%</td>
</tr>
<tr>
<td>Alumni</td>
<td>14</td>
<td>5.5%</td>
</tr>
<tr>
<td>Mr. and Miss</td>
<td>12</td>
<td>4.7%</td>
</tr>
<tr>
<td>Radio</td>
<td>7</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total respondents that followed</strong></td>
<td><strong>217</strong></td>
<td><strong>84.8%</strong></td>
</tr>
<tr>
<td>Respondents that did not follow</td>
<td>39</td>
<td>15.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>256</strong></td>
<td><strong>100%</strong></td>
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## Appendix 7 - Timeline for research

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<tbody>
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<td>Proposal defense</td>
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<td>Data Collection</td>
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<td>Graduation</td>
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</tbody>
</table>
Appendix 7 – Budget of proposal

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quantity</th>
<th>Total (KES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing of questionnaires</td>
<td>400 copies 3 pages (Maximum)</td>
<td>KSH: 3,600</td>
</tr>
<tr>
<td>Survey distribution</td>
<td>Transport, copy errors</td>
<td>KSH: 2000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,000 per month</td>
<td>KSH: 3,000</td>
</tr>
<tr>
<td>Thesis Proposal copy</td>
<td>4 copies</td>
<td>KSH: 2,000</td>
</tr>
<tr>
<td>Final research paper</td>
<td>5 copies</td>
<td>KSH: 10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>KES: 18,000</strong></td>
</tr>
</tbody>
</table>