

**ROLE OF SOCIAL MEDIA IN KNOWLEDGE SHARING AMONG
UNDERGRADUATE STUDENTS AND STAFF IN INSTITUTIONS OF HIGHER
LEARNING A CASE OF BOMET UNIVERSITY COLLEGE, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF PURE, APPLIED AND HEALTH
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SCIENCES, MAASAI MARA UNIVERSITY**

DECEMBER, 2022

DECLARATION AND APPROVAL

Declaration

To the best of my knowledge, this thesis is entirely original and hasn't been submitted to a university or other higher education institution for the purpose of receiving a degree. No part of this thesis may be republished without the author's and/or Maasai Mara University's explicit consent.

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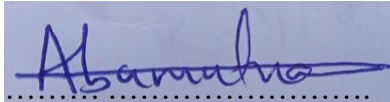
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DEDICATION

This work is dedicated to my late father, Joseph K. Ngerechi, who taught me the importance of tenacity, tolerance, and patience while also supporting me during my studies. I also dedicate it to my children as a token of my gratitude for their unfailing support and inspiration.

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ABSTRACT

Social media have a lot of potential to improve communication, networking, teamwork, and experience sharing. However, disseminating knowledge has never been simpler, especially when it might help others. This study was necessary to ascertain the role that social networks play in knowledge sharing and to offer a plan for boosting their use by students and faculty at Kenya's universities and colleges, with a particular emphasis on Bomet University College. The extent to which students and faculty at universities and colleges use social networks to improve learning; the extent to which students and faculty at institutions of higher learning use social media for knowledge sharing; the extent to which students and faculty at higher education institutions use social media for socialization; and the difficulties associated with using social media were the specific objectives of the study. The Dependency Theory-related Melvin De Fleur communication model served as the study's foundation. A case study design that informed the study's mixed method approach was adopted. The study's target populations were the faculty and students of Bomet University College, who were chosen using systematic random sampling and purposeful sampling methods, respectively. A sample size of 205 was employed for the survey, out of which 171 replies were obtained, yielding an 83 percent response rate for the 684 undergraduate students and staff members of Bomet University College. The questionnaire and interview schedule which were the main data collection instrument was reviewed by the research supervisor and experts in information science field and their comments were included in the final copy. The dependability of the research tool was assessed using Cronbach's Alpha Value, and a pilot study done at the University of Kabianga yielded a coefficient of 0.812 in that regard. The study's findings show that everyone surveyed used social media to engage, share knowledge, and support educational initiatives. The most used social media platforms by both teachers and students were WhatsApp and Facebook. The survey also found that social media usage was constrained by a lack of basic skills, sites being restricted by the ICT department, and several security issues like hacking, cyberbullying, invasion of privacy, and exploitation of personal data. The study suggests that by creating regulations controlling social media security and privacy, policy makers in higher education institutions could encourage students and staff to utilize social media in a professionally and productive manner. In order to enhance the use of social media for knowledge sharing, stakeholders should examine the costs associated with internet connection, the language used in social media, and the safety of information by keeping an eye out for hackers.

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LIST OF ABBREVIATIONS

- BUC** - Bomet University College.
- RSS** - Really Simple Syndication
- IT** - Information Technology
- OPAC** - Online Public Access Catalogue
- ISBN** - International Serial Book Number
- GSSP** - Government Sponsored Students Programme
- WWW** - World Wide Web

DEFINITION OF TERMS

Staff- is a group of people who work for a company, usually for a specific purpose, or for a management inside a company. In the study they are the employees of BUC who are teaching or non- teaching.

Senior management – Principal, Deputy Principal Academics and student affairs, Deputy Principal Finance and Administration, and Finance officer.

Social networking - is the practice of connecting with others online or through mobile applications to discuss common interests. It primarily consists of internet-based tools for sharing and discussing information among people who have similar interests, activities, backgrounds, or real-life connections.

RSS feeds - is a web feed that provides users and applications with standardized, computer-readable updates to websites.

Web 2.0 - is the second phase of the growth of the internet, and it is characterized by the advent of social media and the shift from static web pages to dynamic or user-generated content.

College - is a type of educational institution or establishment that specializes in higher education or specialized professional or vocational training.

University - is a top-tier educational setting where pupils earn degrees and carry out scholarly work.

Institutions- Refers to Universities and colleges

Users / Patrons - Students and staff

Blogs – are internet pages with user-generated material that are arranged chronologically (Boxen, 2018). Through comments and event descriptions, blogs, also referred to as Web logs, are a medium to share knowledge and information.

Facebook – This is a social networking platform that allows people to interact and share with others, whether they are coworkers or members of formed groups (Hargittai, 2017).

Information and Communication Technologies – refers to telecommunications-based information access technologies. Although it focuses on communication technology, it is comparable to information technology (IT). There is coverage for WIFI, mobile phones, and other types of transmission.

Knowledge Sharing – is a social activity in which people, friends, family members, a community (e.g., Wikipedia), or an organization exchange knowledge (i.e., information, skills, or expertise).

My Space – are social media platforms for information sharing. They initially began as a general-purpose, all-user social networking platform. Because it has traditionally had a younger user base (unlike Facebook, which only recently allowed high school kids to sign up), which raises concerns about sexual predators connecting with and taking advantage of this demographic, it has received a lot of bad attention.

Social media– are services on the internet that support social media.

Twitter – is a micro - blogging service that lets users who have signed up comment on the postings of other users and leave quick notes for people following the account. Unlike traditional blogs, librarians may access the internet spaces where their learners are already interacting.

Web 3.0 – are natural language processing, machine learning, and intelligent applications are employed in intelligent web apps.

Wikis – open web sites that permit authorized users to add and modify the page's content are social media tools (Richardson, 2019). Wikis are a great way to collaborate on a project with people who are far away or nearby.

CHAPTER ONE

INTRODUCTION

1.1 Overview

Digital platforms such as Twitter, WhatsApp, Facebook, Instagram, library thing, Myspace have become increasingly powerful and others have promoted socio-economic development in Kenya in the last few years. According to Global Digital Report (2019), the users of these platforms have been increasing in numbers every day and Facebook remains the largest digital platform globally, while WhatsApp has about 330 million users every month which means that these platforms have become locations of personal interactions, political communication, and even personal communication.

1.1.1 Knowledge Sharing

The discipline of knowledge encourages an integrated method for locating, gathering, analyzing, retrieving, and distributing all of the organization's information assets. Knowledge is an important organizational asset, “a factor of production” as an economist would phrase it in the same category with land, labour, capital and energy. According to Chiam (2018) knowledge is information given meaning and integrated with other contents of understanding. Knowledge sharing is the process of ethically obtaining, developing, sharing, and utilizing organizational information. It is an interdisciplinary strategy for achieving corporate objectives through the best use of knowledge (Nonaka, 2019). Conversations, formal apprenticeships, discussion forums, institutional libraries, professional training, and mentoring programs are a few examples of knowledge

management activities. With the increased use of the internet in the second half of the twenty-first century, specific technological advancements such as domain expertise, knowledge repositories, expert systems, team decision support systems, intranets, and computer backed cooperative work were introduced to further improve such efforts. (Argote & Ingram,2020). The act of communicating information among individuals, groups, families, communities, or organizations is known as knowledge sharing (specifically, skills, information, or expertise). In the realm of knowledge management, information sharing can be a serious difficulty at times (Gurteen, 2019). The transmission of knowledge from one entity to another is the most difficult aspect of knowledge exchange. Because some employees believe that knowledge is property, they are hesitant to share it. As a result, ownership becomes extremely essential (Bukowitz et al., 2019). Individuals must be encouraged that they will be compensated for what they generate in order to combat this (Argote& Ingram, 2020).

According to Davenport (2017), on the other hand, found that people are usually rewarded for what they know rather than what they contribute. When information exchange is hampered, negative repercussions such as isolation and rejection to ideas can emerge, particularly in academic institutions. Universities should promote social media usage.

1.1.2 Importance of Knowledge Sharing

Organizations have recognized the importance of knowledge as an intangible asset for gaining and maintaining competitive advantages, and they are frequently used to facilitate knowledge sharing activities. However, corporate culture, trust, and incentives are only a few other elements that affect knowledge sharing in the workplace in addition to technology. Since some organizations are reluctant to share their ideas with the rest of the company, sharing knowledge is a significant difficulty in the context of knowledge (Argote & Ingram, 2020).

According to Davenport, (2017), A significant intangible asset is knowledge that can be exploited to help businesses build and retain competitive advantages. Knowledge sharing is influenced by a company's culture, incentives, trust, and technology, which enable and organize information within an institution or organization to support knowledge sharing activities.

1.1.3 Use of Social Media in institutions of higher learning

The majority of users are known to utilize social media to socialize. Whether it's to talk about their experiences, insights, and views on current affairs, academic challenges, or other topics, students spend 60percent of their time on social networks for personal growth, according to Goodyear & Ellis (2018). Employees, in addition to students, are known to use social networks for the same purposes as students and to share information with them. The success of knowledge sharing is dependent on an individual's personal network. When it comes to obtaining information or expertise, most people will turn to

social media hence Institutions are viewed as a source of new information (Feldman, 2019).

Bomet University College is a Kenyan academic institution that provides higher education. As a result, it requires an integrative discipline for studying, researching, and learning about human intellectual, capital, and technical knowledge assets to be shared using social media platforms. The academic worldwide environment has altered so dramatically, according to Birkinshaw (2018), that academic institutions' decision and operating processes have grown more dynamic. The modern academic environment is characterized by significant changes that foster the adoption of new ideas (e.g., social networking) for knowledge generation and implementation with the goal of achieving bottom-line advantages. Coyle and Vaughn (2018) defined a social network as a group of people who are linked by interpersonal traits like friendship, shared interests, or ideologies. Chat rooms, self-description and content creation on social media platforms like MySpace and Facebook, and professional networking (LinkedIn).

Creating an virtual community that enables individuals to interact and share their ideas for the benefit of all is what Mahajan (2019) defines as social networking. The information landscape has begun to be reshaped by social media platforms. Wikis, blogs, RSS feeds, and social media sites like Facebook, LinkedIn, and Twitter have all aided in the enhancement of strategic information sharing and the revolutionization of research collaboration methods.

According to Brown and Bussert (2017) came to the conclusion that using social media in daily life, interacting with others, and using preferred learning styles will all help students learn more in their study of the effects of social media on information literacy instruction. Web 2.0 is a societal revolution in technology usage that shifts the focus from utilizing the web as a publishing platform to one that encourages participation and interaction. The term "Web 3.0" was first used by Mark John of the New York Times to define a rumored third phase of Internet-based services that collectively comprise what might be termed as the Intelligent sites, including those that make use of technologies like the semantic Web, micro formats, data mining, e learning, natural language search, recommendation engines, and artificial intelligence.

Most social media sites aim to integrate data, which is crucial for university users (Mahajan, 2019). The implications for knowledge production and applied learning are profound: instead of spending time discovering and organizing information, assume that it is not only present but also embedded and marked, allowing time to be spent quickly constructing knowledge from existing data (Birkinshaw, 2021). Students can also build abilities based on integrated data when they have integrated data.

Additionally, although instructors now struggle with the notions of published and dispersed environments, as well as ways to broaden students' perspectives, Web 3.0 allows instructors to work directly and quickly on students' thinking processes, which is a big step forward in education (Vaast et al., 2019). The most enticing aspect of Web 3.0 at the moment is that it is always changing and open to modifications by those who use and advance the concepts and technology. In other words, the earlier educators get engaged

and begin experimenting with technology, the more probable it is that concerns about education will have an influence on technology (Birkinshaw, 2021). Ohler (2018) asserts that we can genuinely exert impact on the semantic web because it is still in its early stages.

Students, scholars, and the rest of the world may now participate in the conversation and aid web 3.0 creators in bringing their vision of a platform that emphasizes education and promotes social good to life. Many academics and educators think that the internet has the power to drastically alter the way that people teach (Barbour & Plough, 2009). Educators should utilize the social aspects of social media technology for instructional purposes in order to create ideal, natural learning environments.

E-learning is a modern technology that promotes the sharing of knowledge. It's a tool for teaching employees how to use information-sharing systems and recognize knowledge-sharing habits. (Wildet and colleagues, 2002). Blogs are a new way for people to interact with each other that is becoming more essential in knowledge exchange and development (Vaast et al., 2006), whereas social network communities are made up of social media technologies (Vaast et al., 2006). Web 3.0 and social media tools provide the required support for dialogues and cooperation for knowledge generation, sharing, and publication, as well as for recognizing experts and gaining access to expert perspectives from around the world. It places the control of knowledge in the hands of the people who hold it. Each individual has their own zone in which they have complete control over the information they choose to disclose. As a result, rather than a top-down approach to information exchange and cooperation, a bottom-up strategy is used. Instead of an

imposed or corporate top-down plan, this results in a bottom-up approach to information exchange and collaboration (Fisher, 2005).

ICTs can be used by to enhance classroom-based approaches by integrating social learning techniques into conventional methods; higher education institutions should increase access to learning materials, real-time communication, and research sources. (Nichols & Anderson, 2005; Kruger, 2010).

Social media platforms should be familiarized with and used by academic libraries. This is because social media technologies facilitate information sharing, which is vital to the organization's success. Users may easily locate colleagues via social media technologies, which also provide them with collaborative tools such as blogs and discussion forums. Knowledge dissemination is much easier in RSS-enabled push settings like those provided by social media technologies (Vaast et al., 2006). According to the information provided above, social media are typically circles in which individuals interact and connect with one another. They tend to blur the lines between personal and professional life, as well as organizational boundaries and hierarchies. By giving context, social media platforms can help make information transmission possible, valuable, efficient, and effective (Pollard, 2003). Collaboration and networking have grown in popularity over the past few years at educational institutions of higher learning.

Social networking is the process of exchanging information with individuals who share similar interests as one's own in order to learn more (Gunawardena et al., 2009). Social media applications are designed for social interaction and information sharing and are commonly related to and supported by the concept of social media (such as MySpace,

Facebook and Flickr). According to Lave and Wenger, social interaction leads to learning (1991). One of Kenya's newest universities is Bomet University College, which is situated in the county of the same name. Modern technology is made available to both instructors and students. It was therefore the perfect setting for our research.

1.2 Background of the Study

The county's first public university is Bomet University College. It's in the heart of Bomet County, so it's easy to get to. Its founding is a step toward making a complete university, as required by government policy, that calls for the creation of at least one higher education institution in each county. The County Education Board (CEB) suggested that Bomet County create a university.

The idea of constructing a campus in Bomet was then brought up to Moi University, and the site was finally given university status. A technical team from the University was sent to evaluate the problem by the vice chancellor at the time, Prof. Richard K. Mibey. In March 2016, Bomet TTI, which was still being built at the time, was given to Moi University to start developing a campus after discussions with Bomet County officials and other stakeholders. On August 31, 2016, the first cohorts of GSSP students were accepted to Bomet College when it became active.

Bomet County is a strong prospect for the establishment of a university due to its sizeable population and other unique resources. In fact, the national government contributed funds for the institution's establishment, and the Bomet community fully backed it up by contributing real estate. The executive team was missing some key players. BUC initially

offered five Moi University programs, with plans to grow to 11 universities and five research facilities over the course of the following five years. BUC seeks to foster creativity and innovation in its students in order to prepare them for the workforce by stressing a hands-on learning approach and the inclusion of attachments and fieldwork in their training.

The University College is anticipated to help the Kenyan government increase access to higher education while putting a focus on practical training for academic success and skill development. More fieldwork and industrial attachment contact hours are intended to give students a more thorough understanding of the environment in through which they will work, leading to a more practical orientation. BUC will develop students competent of entrepreneurship, knowledge production, self-employment, and job creation rather than relying solely on traditional employment. In fact, this is in line with Kenya's Vision 2030, which places a strong emphasis on the creation of employment and industrial growth via the utilization of local resources and capabilities.

1.3 Statement of the problem

Studies carried and done by some researchers have shown that university students and staff are the majority users of social media in the world. For instance, a research by Goodyear and Ellis (2018) found that new technological developments offer new chances for knowledge exchange among the majority of students and staff that work in higher education institutions. Due to their lack of digital literacy, students and faculty have been having trouble sharing knowledge. However, according to Park (2016), it has not been

simpler for individuals to do so, particularly when there is a chance that others may misuse it.

The adoption of blended learning which is a new pedagogy used in teaching and learning by BUC, requires one to have knowledge of social platform. This is not achievable since majority of students and staff use social media on their day-to-day for activities which are not related to knowledge sharing. Therefore, a research was required to establish the function of social media for knowledge sharing, as well as to ascertain the degree to which students and faculty utilize social media to improve learning, exchange information, and socialize, as well as the difficulties they faced when using social media.

1.4 Aim and Purpose of the study

1.4.1 Aim of the study

This study sought to understand how social media affects knowledge sharing among students and faculty in higher education institutions.

1.4.2 Specific objectives

The study sought to;

- i. Determine the extent to which students and staff use social media to enhance learning at Bomet University College
- ii. Assess the extent to which students and staff use social media for knowledge sharing at Bomet University College

- iii. Explore the extent to which students and staff use social media for socialization at Bomet University College
- iv. Determine the challenges encountered in use of social media by student and staff at Bomet University College

1.5 Research Questions

This study was guided by the following research questions:

- i. To what extent does the students and staff use social media in enhancing learning at Bomet University College?
- ii. What is the extent to which students and staff use social media for knowledge sharing at Bomet University College?
- iii. How does students and staff use social media for socialization at Bomet University College?
- iv. What are the challenges encountered in use of social media by students and staff of Bomet University College and what are their solutions?

1.6 Significance of the study

This research examined how social media affects the way that teachers and students at higher education institutions share knowledge. It has been brought to light that social media improves learning outcomes by encouraging information sharing among academic staff and students, which should aid policymakers. Internet-based socializing is made

possible by social media, thus it is important to encourage users of these platforms to exchange knowledge that will benefit everyone. Since it is an effective way of communication which reach large group of people within few minutes, institutions of higher learning may endorse it as the main source of information sharing to staff and students of the institution by creating and customizing institutional social media platform which will be secure from external users. Institution of higher learning may use social media platform to market their course as well as disseminate research output hence comply with the government directives on the right to information.

1.7 Assumptions of the Study

In this study, the following assumptions were made: Bomet University College's faculty and students use a range of social media platforms for a variety of purposes, including learning and information sharing. The Bomet University College's teachers and students have different views on the use of social media compared to more conventional methods.

1.7.1 Implication of the Study

The study has a number of important repercussions. Staff and students should prepare for the use of social media to increase information exchange through sensitization as more businesses utilize it to sell their help and connect with their clients or users.

1.7.2 Application of the Study

The outcomes of the study could be used in an academic setting. The findings, for example, could help policymakers design a policy for leveraging social media for knowledge exchange in higher education institutions.

Furthermore, the study adds to the current field management on the use of media for information sharing in higher education institutions, and it will be beneficial for recommendation.

1.8 The Scope of the Study

The study concentrated on how social media is utilized in higher education institutions for knowledge exchange. The study was undertaken between the months of September and October 2022 in Bomet University College where the respondents were student and staff of the institution

1.9 Limitations of the Study

The study was limited to the study variables which were social media in enhancing learning, social media for knowledge sharing, social media for socializing and challenges encountered in used of social media. The study was limited to staff and students of Bomet university college which is located in Bomet County.

1.10 Chapter Summary

The chapter has demonstrated how social media platforms function for information sharing, communication, and socialization in a dynamic environment. This has been brought about by the World Wide Web's (WWW) profound shift, in which users have become active information harvesters and content providers. Knowledge management, as defined in the chapter, is the procedure for producing, disseminating, and effectively using business information.

In the field of information science, where the challenge is in the transfer of knowledge from one entity to another, knowledge sharing can be a significant challenge. The chapter demonstrates how universities have come to realize the value of knowledge as a critical intangible asset for attaining and maintaining competitive advantages.

Knowledge management systems are commonly used to assist knowledge sharing activities. The study site for this research, Bomet Institution College, is described as Kenya's newest university, located in Bomet County. It is one of Kenya's newest universities. The institution has a small student body, but because of its location in Kenya's Rift Valley, its students are exposed to cutting-edge technology. As a result, it was an ideal location for our research. Because there is a lack of understanding of how to properly use social media, this study reveals crucial findings on using social media for knowledge exchange by staff and students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section summarizes previous research on the use of social media for sharing of knowledge. This chapter investigates the ideas presented by recent and previous scholars/researchers in relation to the study and empirical literatures. This chapter also outlines the conceptual framework that guided the research's strategy, as well as the dependent and independent variables that make up the study's model.

2.2 Literature Review

Early in the 1990s, new web-based communication tools that made it simpler for people to interact online are thought to have given rise to the term "social media" (Bercovici 2010). Trottier and Fuchs (2015) show how theorists could properly embrace any of three types of sociality as a focus point when analyzing the nature of social media: a) cognition, b) communication, or c) Considering the nature of the internet, collaboration because a focus on cognition is interested with shared knowledge, media like newspapers, internet, or even television that give the broader public access to comparable content would be referred to be social media.

Despite the phrase's potential for broad definitions, most professionals and academics who use it refer to a particular category of online goods that have emerged in the last three decades, such as social media platforms, blogs, and microblogging. The term "Web 2.0" refers to the group of web-based apps which became popular and allowed all users to

post content and participate in site creation. These applications could also be viewed on a range of devices. (Beer and Burrows 2007). Since Web 2.0 may be used as an umbrella term for a larger collection of online apps that allow expression and involvement, some academics actually prefer the term Web 2.0 to social media (Beer 2008). The gap between social networks as a whole and more specific words like social networking sites or social media sites has been highlighted by academics. According to Murthy (2012), Twitter is a form of social media because it allows user-generated general populace communication by non-professional actors, unlike social media such as Facebook or LinkedIn where users regularly interact with people they know in person and activity is followed in both directions. Similar to this, Beer (2008) thinks it's important to distinguish between social networking sites and websites that are mostly used by people who are actively networking.

2.2.1 Social Media

Sites like Facebook, MySpace, Twitter, WhatsApp, Library Thing, Blogs, Wikis, and LinkedIn are examples of social media (Gunawardena et al., 2019). These social networking platforms are settings that are expressly meant to foster and cultivate goodwill, with the overarching goal of providing a context and appropriate media for conversation, resulting in information sharing. No research has been done to analyze the use of social networking sites for knowledge exchange at universities, according to a survey of the most recent scientific research on social media. According to Attwell (2008), Barbour, and Plough (2009), higher education institutions have just recently been interested in using social media to communicate with students. According to statistics, practically all market-driven higher education institutions in the globe use social media in

some capacity. University students have increasingly embraced social media since it first debuted on the Internet in the 1990s (Boyd, 2007). Many students utilize the websites to make new friends or catch up with old ones. This is crucial for children, especially those who could experience loneliness or alienation when they separate from their friends and family to attend college. (Ellison, Steinfield, & Lampe, 2017).

Students can utilize social media sites to find study partners and talk about project ideas while they are in college. This study describes social media as a collection of web-based apps that facilitate the creation and sharing of consumer-generated content and are built on the technological and theoretical underpinnings of Web 2.0. Kaplan and Haenlein (2010) As a consequence, social media is an internet-based communication strategy that allows for socialization and is an effective way for people to communicate and engage with one another (Alexander, 2006). Furthermore, more businesses are using social media to promote their products and communicate with their customers.

These days, social media sites like Twitter, Facebook, LinkedIn, and WhatsApp are the talk of the town because they combine online and mobile technologies to provide engaging platforms. Social media, like blogs and wikis, provides and develops new possibilities for businesses, communities, and individuals. Having a significant impact on how people search, play, communicate, develop groups, build and manage relationships, and create, tag, change, and share information across a wide range of platforms and devices (Coyle & Vaughn, 2018; Ellison et al., 2017) 6th revised edition.

Educators are growing more interested in social media platforms, and they're starting to question if they can be used for other types of lessons (Davies & Merchant 2019;

Greenhow and Robelia 2019). In social media that are connected, the internet has served as a communication channel. Because the majority of social media are web-based and offer a range of communication choices, the online world has always been social. (Davies & Merchant 2009). Millions of individuals use social media on a daily basis, making it an inextricable part of their lives (Dwyer, 2007).

The phrase "social media" refers to the patterns of everyday social contact that occur inside families, among friends, and in neighborhoods and communities. Traditional civilizations' social media, according to Wellman (2002), are characterized by a high incidence of face-to-face interactions occurring within relatively small geographical bounds. One means of easily conveying knowledge and information is to use networking.

2.2.2 Social Media in Enhancing Learning

Many academics and educational experts believe that social media improves university learning; as a result, they have adopted and used social media technologies (Chen & Bryer 2011). Because of the increased popularity of social media, educators are looking into how it may be used in the classroom hence colleges and universities work to improve collaborative learning and community development among students. Minocha (2009) suggests that instructors employ technologies that encourage collaborative production, such as blogs, library things, Myspace, and wikis; programs that permit bookmark, photo, and video sharing; and social networking platforms like Facebook, WhatsApp, Twitter, and virtual world.

According to Andreas & Haenlein (2010), learners, particularly those who are studying at higher levels, might cooperate by utilizing the chances offered by the online social environment to work through hurdles or problems with their peers. The rising usage of websites has been a global phenomenon for a some now. What started as a hobby for a small group of computer-savvy people has transformed into a global social convention and way of life (Ellison, 2007).

According to Kamel Boulos and Wheeler (2007), some students may find it difficult to learn if they feel socially isolated due to distance from their professors or fellow students or because they must study during inconvenient hours. They contend that platforms such as facebook enable an online communication style that is more human, enhance group interactions, and strengthen a sense of community. Through the use of social media, teachers may provide students feedback and encourage more active learning, which further increases student motivation.

2.2.3 Social Media in Knowledge Sharing

According to Baruah, teachers and students are increasingly adopting social media as a means of communication (2012). To expand classroom conversation outside of the classrooms, teachers set up chat rooms, platforms, and groups. These spaces are used to publish homework, tests, and quizzes as well as to help students with their homework. On social networking sites, students may organize groups and take part in conversations on a range of subjects. Social media platforms are used to help bridge societal gaps. It enables internet users to link with people who have similar interests to their own and create virtual communities centered on those shared passions. Content sharing and user

engagement have grown much easier and more effective as a result of the accessibility of social media tools and services.

Leslie and Landon (2008) claim that this tactic is related to learner-centricity. People can go beyond their relatively narrow circle of personal connections because they can interact with other subject-matter experts. People want to join organizations to enhance their learning, as per Leslie and Landon, and social media helps to create the environment and the infrastructure for unofficial and global learning. They use Cross' YouTube talk (Cross, 2006) to argue that, even though 80 percent of learning takes place informally, 80 percent of the educational budget is allocated to formal methods of teaching and learning in order to support the argument for informal studying as a healthy balance of investment in education.

Due to the 24/7 accessibility of asynchronous digital training, face-to-face instruction is no longer the sole means to contact students. According to Butterfield (2003), social media are "technologies that enable interactions through the five "devices" of identity, existence, relationships, conversations, and groups" (Barbour & Plough, 2009). Through social networking sites like WhatsApp, Wikis ,podcasts, blogs, FaceBook, and YouTube, asynchronous learning enables users to utilize the Internet among a network of people and outside of the restrictions of time and location (Gunawardena et al., 2019). The interactive and collaborative capacities made possible by Web 2.0 technologies and social networking technologies are transforming e-learning systems. Learning management systems (LMSs) like Moodle, Sakai, and even Blackboard now include popular Web 2.0 features and capabilities including wikis, blogs, simple syndication (RSS) feeds, and

bookmarking (Greenhow et al., 2010). In order for students to succeed in a knowledge economy, they must learn how to be the judges of their own education and how to navigate and comprehend the increasingly complicated and opposing online information and social circumstances to that they now have access (Hase & Kenyon, 2000).

The checklist must take into account discriminating and critical thinking skills. The premise that learning occurs when students participate in the development of knowledge is supported by constructivist education and active learning principles (Staley, 2009; Bond, 2002). In this way, a Web 2.0 system, where everybody is encouraged to contribute to content production and peer feedback is essential to the platform's inherent worth, may be compared to the constructivist classroom. According to Staley's (2019) updated version, the constructivist classroom is transformative and instructors must relinquish some control over the course of instruction to make place for spontaneous learning, which happens when students have opportunities to participate. Lectures and lecture halls continue to be the most popular form of education at universities despite the social and cognitive merits of constructivist learning (Ellison et al., 2017; Tynes, 2017). Social media sites are becoming more and more popular in educational settings because of their capacity to engage students in thoughtful and creative learning activities as well as to monitor their progress through their curriculum. Understanding how technology affects each of our lives—particularly the lives of some of those who we are responsible, including children and young people in educational institutions—is essential in a culture where technical innovation and diffusion occur quickly (Tynes, 2007).

Academic institutions could be unaware of young personal views with social media sites and how they interact with their real lives. There is more support available for paying closer attention to how kids use social media both within and outside of the classroom for daily use and learning (Greenhow, Robelia & Hughes, 2010). Academics may follow the progress of student teams using social media tools, learn about their prior work, and see the entire range of their cooperation, including their most latest researches and assignments, meeting concepts and minutes, and modified business plans. They can then comment on developments and see what other council members have to say (Greenhow, Robelia & Hughes, 2010; Ellison et al., 2007). Furthermore, students can participate in social educational activities through their social network sites both within and outside of formal and informal learning situations. These social learning activities included peer/alumni support, which included getting in touch with old classmates to provide or receive assistance in overcoming the challenges of high school or college life, as well as help with school-related responsibilities. Reaching out to old classmates to offer or receive assistance in navigating the difficulties of high school and college life is referred to as peer or alumni support (Greenhow & Robelia, 2009).

2.2.4 Social Media for Socialization

More than half of their target population used social media sites like WhatsApp, Facebook, and Twitter in high school or college before beginning their studies, and according to a Madge et al. (2009) survey, 55% of respondents joined Facebook just before beginning their studies, and another 13% joined right after. Further analysis of these data discovered that many learners specifically pre-registered for Facebook and

WhatsApp in order to make new friends in person while attending college, especially with people in the same dorm, class, or course. They also used these platforms to stay in touch with old friends and family back home. Myspace and Instagram are only two examples of new media.

2.3 Review of Empirical Studies

Origins and Development of Web 3.0 and 2.0 Greenhow et al. claim that the birth of Web 2.0 is to blame for the growth of online social networks (2010). Web 2.0, according to Kroski (2007), is the transition to a social and interactive web where anybody may take part. It's a social revolution in how people utilize Web technology, moving away from the Internet as a publishing platform and toward one of interaction and engagement (Davies & Merchant, 2019). Web 2.0 applications establish and maintain a digital representation of people's personal ties or affiliations by offering automatic address book upgrades and publicly viewable profiles. According to Kroski (2007), these applications should assist in the detection and conversion of possible ties into weak or strong partnerships by providing introduction services and allowing users to show their knowledge, skill, and ability in a searchable manner. To decide if they want to be in a relationship with someone else, people need some kind of social feedback.

A variety of advantages associated with Web 2.0 have been recognized by academics. (Gorge, 2017; Attwell, 2018). Web 2.0 enables the user to establish a worldwide list of contact information (in either a graphical or text-based style), starting with colleagues, colleagues, and professional colleagues with whom they have high professional links (Gorge, 2017). It is possible to search for changes to contact information, current

activities, preferences, and specialist expertise and skills using data that is directly tied to the profiles of the contacts in this contact list (Clear Swift, 2017). According to Attwell (2018), this contact list data enables users to identify reciprocal ties that may be utilized for introductions or suggestions. Web 2.0 also enables group problem-solving and peer-to-peer sharing of solutions, closing the gap between instructions and practice. (Boshoff & Plessis, 2008; Orlikowski, 2020).

In addition to enabling information to be defined, searched for, and shared, Cairncross (2001) and IBM (2007) claim that Web 2.0 helps firms create an online resource that holds the company's collective understanding. Asynchronous communication techniques like blogs and wikis can improve efficiency and work flow efficiency by reducing the need for e-mails and other disrupting communication channels (IBM, 2007). By using tags and social bookmarking, coworkers may find subject-matter experts via articles, manuals, blogs, wikis, and other relevant material. They can then contact them for advice and solutions without disturbing them with emails, text messages, or phone calls. (Godwin-Jones, 2018). Additionally, they let users to access the most latest version of the document and add external links and notes to help others comprehend it (Godwin-Jones, 2018). According to IBM (2017), Web 2.0 has the chance to be used as a viral marketing strategy where users are motivated to freely spread advertising verbally. Video clips, Flash games, e-books, free software, images, and SMS messaging are all examples of viral advertising.

Academics define Web 3.0 as a set of intelligent online applications that incorporate machine learning, natural language processing, and intelligent apps (Selwyn, 2007;

Osimo, 2008; Steininger et al., 2010). It requires modification not just to adapt the technology-based Web spaces that are already available, but also to create and preserve whole cultures founded on concepts, ideas, and perspectives (Osimo, 2008). The term "Web 3.0" was first used by John Markoff of the New York Times in 2006 to refer to a 3rd generation of Internet-based services referred to as the Intelligent Web, which contains those that use artificial intelligence, recommendation engines, natural language search, microformats, data mining, and semantic web. (Steininger et al., 2010). According to Mason and Rennie, Web 3.0 places a strong emphasis on the accessibility of contextual information from a search engine, the ability to access data from applications or sources that were previously incompatible or walled off, and the participation of all device types and machines in data utilization, data production, and the communication plan that underpins our day-to-day activities, jobs, and businesses (2007).

2.3.1 Social Media and Education

Asynchronous online learning is available at any time, so face-to-face training isn't the only way to reach students (Barbour & Plough, 2009). Asynchronous learning enables users to connect with others through social media such as Facebook, Twitter, blogs, and YouTube at any time and from any place (Gunawardena et al., 2019). The collaboration and communication tools that Web 2.0 technology and social media offer are transforming e-learning systems. Learning management systems (LMSs) like Sakai, Moodle, and even Blackboard now include popular Web 2.0 features and capabilities including blogs, wikis, simple syndication (RSS) feeds, and bookmarking. (Greenhow et al., 2010). In order for students to succeed in a knowledge economy, they must learn how to be the judges of their own learning and how to navigate and assess the increasingly

complicated and contradictory online knowledge and social circumstances to which they already have access (Hase & Kenyon, 2020).

According to Staley, the neoliberal classroom is transformational, and teachers must give up some control of the direction of education in order to allow for emergent learning, which occurs when students are given opportunities to engage (2019). The lectures and lecture hall remain the most common forms of instruction at universities notwithstanding the social and cognitive benefits of constructivist learning (Ellison et al., 2017; Tynes, 2017). Social media is becoming more popular in educational circles due to its capacity to engage students in creative and intellectual activities while also keeping tabs on their academic achievement. Understanding how technology affects each of our lives—particularly the lives of those for whom we are responsible, including children and young people in educational institutions—is essential in a culture where technical innovation and diffusion occur quickly (Tynes, 2017).

Academic institutions could be unaware of young personal views with social networking tools and how they interact with their offline lives. There is a growing need for a more intense focus on students' usage of social media platforms for learning both inside and outside of the classroom (Greenhow, Robelia & Hughes, 2010). Academics may monitor student teams' progress using social media platforms, view their complete breadth of cooperation, including their most recent research and assignment, meeting plans and minutes, and upgraded business plans. They can also provide feedback and view other advisors' remarks. (Greenhow, Robelia & Hughes, 2010; Ellison et al., 2007). Students can engage in social studying activities both inside and outside of blended learning

contexts by using their online social networks. Peer and alumni support—reaching out to former classmates to offer or receive aid in navigating the problems of high school or college life—as well as assistance with school-related duties were among the social learning activities. (Greenhow & Robelia, 2009).

2.3.2 Social Media and Academic Libraries

People of all ages use social media, but young people and organizations are particularly fond of it (Lenhart et al., 2010). Due to their widespread use in these two categories, many academic librarians advise leveraging these new social Web platforms to connect with users (Farkas, 2007; Mathews, 2006). Social media may be a useful tool for student outreach if academic librarians take care of any potential problems that may arise. Gordon (2006) claims that Library 2.0 is fundamentally what libraries should be: a service in which the user actively participates and contributes.

Gordon (2006) suggests that libraries be opened up by getting rid of current limitations such as media platforms filtering and the ban on mobile phone usage inside of libraries. In today's information age, it is imperative for information professionals to have a more proactive mindset in order to stay current and actively participate in the knowledge generating process. As a result, new professions have emerged, such as knowledge adviser or embedded librarian (Weddell, 2008), that require educational librarians to have a proactive effect on teaching and learning agenda (Peacock, 2002). Social media sites on the internet provide a way to reach out to institutions' users in their own contexts. Academic libraries are attempting to eliminate the need for users to visit the library by repackaging their materials in a more familiar environment for individual users

(Mathews, 2007). Through social networks, which also offers resources like blogs and discussion boards, users can quickly find coworkers. In the settings that social media offers, the dissemination of knowledge is considerably simpler.

2.3.3 Policies Regarding the Use of Social Media

A social media policy, also referred to as a social media policy, is a set of guidelines for staff members who publish materials online for either personal or professional reasons (Vaast et al., 2006). Although this is not a standard procedure, several government organizations have developed regulation to offer suggestions for resolving obstacles and concerns. The literature review summarizes research done by the Center for Technology in Government (CTG) at the State University of New York at Albany, which offers a road map for government organizations thinking about implementing a social media policy (Mason & Rennie, 2007).

According to the CTG survey, there are many rules managing employee access. For instance, agencies control access by restricting the number or kind of employees who are permitted to use social media sites or by restricting the kinds of websites that employees are permitted to visit. A lot of organizations mandate accounting system, with the chief information officer or the communications officer in responsibility of the social media accounts. Other regulations outline acceptable and unacceptable usage (Mason & Rennie, 2007).

When the lines between professional, personal, and official agency usage of social networking sites are blurred, businesses and organizations are in a pickle (Lenhart et al., 2010). Only a few policies on participant conduct expressly address social media-specific

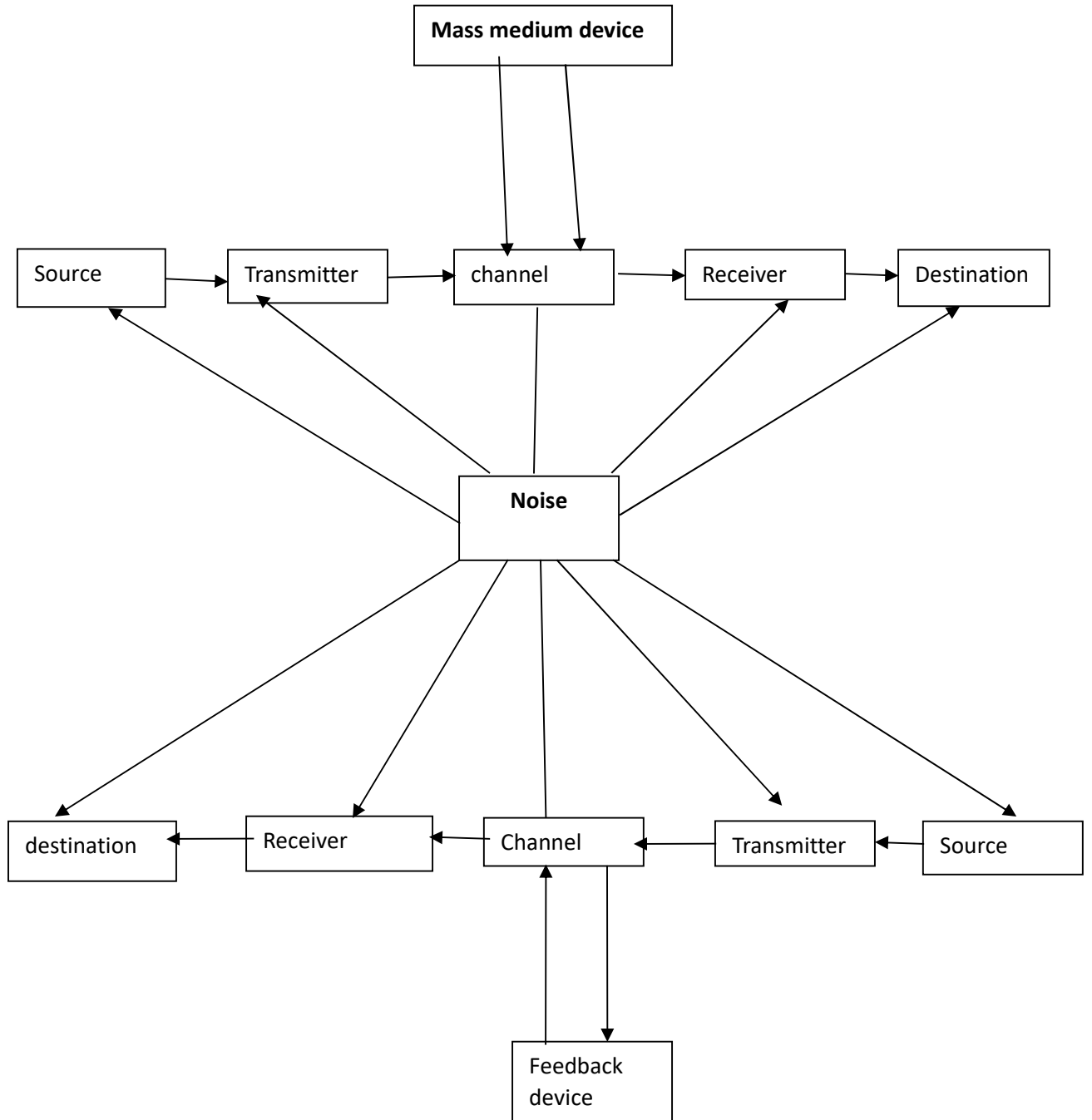
behavior, such the requirement for transparency. Additional regulations on participant conduct relate to existing standards for social media user behaviour.

According to Lenhart (2010), the majority of originations try to maintain at least some supervision over online material by giving a specific manager the responsibility of oversight or holding on to the power to examine content. Additional security guidelines exist, some of which provide IT security advice, but only a small number of them, according to Godwin Jones (2006), specifically highlight the need of multifactor authentication. The researcher made an effort to ascertain the laws and regulations controlling the use of social networks in the studied area.

2.4 Theoretical Framework

The theoretical framework gives the researcher a lens through which to see the world. The theoretical framework refers to the conceptual foundation on which the study is conducted, and it serves as a link between theoretical and practical aspects of the topic under examination. This study will use the Melvin De fleur Model of communication to better understand and explain how students and staff at BUC share knowledge.

Figure 2.2: The de Fleur model of communication system



Source: Research Data (2022)

The source is the individual who formulates the message, and it is at this point that the data is initially encoded. The information source transmits a message, which is received by the destination. The transmitter converts the message from the information source's format into a format that the receiver can understand. The message contains information that can be used to assist people in sharing their knowledge. It is necessary for effective communication. It is the path taken by the message, whether vocal, written, electronic, or otherwise.

Receiver converts the message into a format that the destination can understand. The individual who consumes and processes the communication is known as the destination. Any external, internal, or semantic stimuli that interferes with the exchange of meaning is referred to as noise. Noise can include, but is not limited to, an offensive patient source, an inability to emphasize the information, being hundreds of kilometers away when getting the information, being in a mood that interferes with receiving a particular message, or incentive to receive a different message. Any physical or psychological disorders that lead the sender or recipient to lose focus during communication might also be considered. The original message is altered, and it is also referred to as a signal interference or distortion. Physical noise, like a sound that distorts the message while it is being uttered, and semantic noise, like when the language used during communication is difficult for the listener to understand, are both examples of noise.

The feedback mechanism and the mass media gadget demonstrate that communication is circular, and both provide a two-way feedback system that allows information to flow. Feedback allows for more effective information transmission. It improves the chances of

obtaining meaning correspondence. Feedback is related to the source in that it aids in determining whether the message was received and, more importantly, whether it was correctly comprehended.

The Melvin De Fleurs model is applicable to the networking sites for knowledge sharing since the source might be a student who posts academic information to Facebook with the aim of sharing it with the other students. This is then transformed to a Facebook chat/update message. A channel then distributes the update through social media tools. The Information is changed to the destination after being decoded as a message by the receiver (for instance, a Facebook friend) (the target audience). Feedback gives the learner who is delivering the message information, enabling him or her to communicate with the recipient and promoting knowledge transfer.

The Melvin De Fleur communication paradigm is linked to the Dependency Theory as well. The Dependency Theory states that as someone's reliance on media to meet their requirements increases, it becomes more relevant to them. That individual will be considerably more influenced by the media. A mass communication theory called dependency theory seeks to explain how media influences society and consumers through time. The ultimate foundation of media impact, according to the mass media dependence theory, is the nature of the interactions between the social system, the function of the media within that structure, and the interaction between the audience and the media. This idea is fundamentally based on the interaction among media and its audiences. In order to satisfy a range of needs, people nowadays significantly rely on the media. The first theory of mass communication to include the audience as a key player in the process of

communication is the Dependency Theory. Social media tools can be used to implement this. The dependency hypothesis holds that there is a fundamental link between media, its audience, and the social order. People who are predominantly audience members rely extensively on media to gain extra information about what they desire because learning from experiences is limited in real life. The public develops a strong sense of dependency as a result of this intensive use of the media.

Social media platforms help to facilitate the ongoing interaction between media systems, societal processes, and media audiences in mass communication. Culture, dynamic processes, and structure all have an impact on society as a whole. Media systems have a variety of traits, including economic objectives, moral principles, technological advancements, and organizational structures. How dependent a population is on media messages will depend on how useful communications are for both society and the individual. By enhancing the desired effects of the audience, the nature of the internet platforms and how their material is distributed can assist improve the limited impacts of mass communication.

De Fleur's model, which was built on extended tenets, was ideal for research for four reasons. The model acknowledges that several forms of communication channels (social media) might exist at the same time. It also understands that different people in the communication process can utilize these channels (in our case, social media) for different goals. According to the concept, the sender and recipient of messages form views and attitudes regarding channel use based on the feedback component, which explains why

various mediums (social media tools) are favored, chosen, or rejected in a given circumstance.

Additionally, rules on how to communicate must exist due to the likelihood of noise from both sides attempting to obstruct the process. Ultimately, there must be the best approaches to using communication channels (such as social media) that are appropriate for a specific user or group of users in order to maximize benefit.

2.5 Conceptual Framework

A conceptual framework, according to Mugenda & Mugenda (2003), is a succinct explanation of the phenomenon being examined as well as a graphical or visual depiction of the study's key elements. A conceptual framework helps a researcher organize their ideas and carry out a study successfully. It also explains the relationship between interconnected concepts and the variables' possible connections (Kombo & Tromp, 2009).

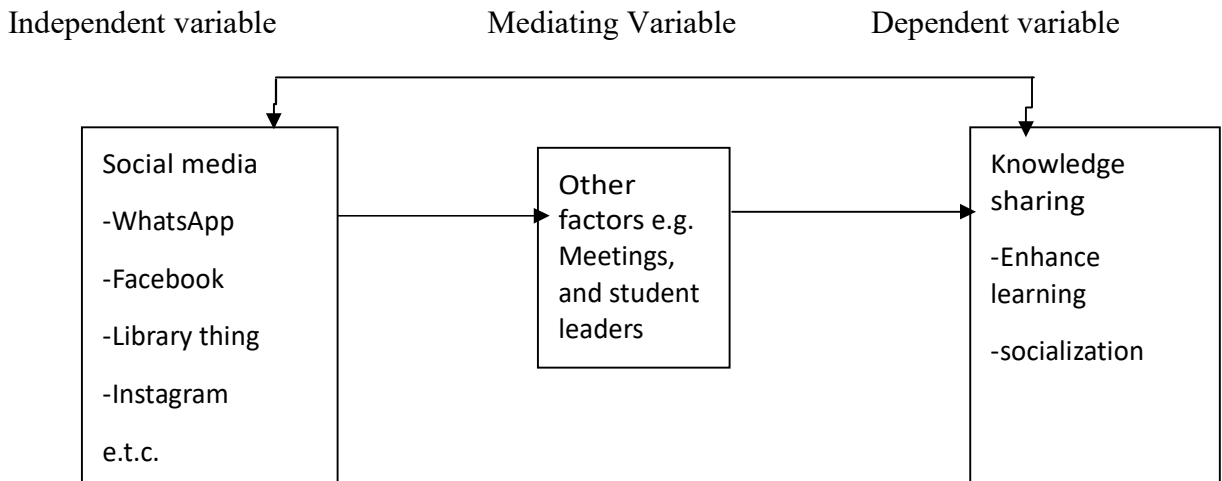


Figure 2.2: Conceptual Framework

Source: Research Data (2022)

2.6 Gratifications theory

According to the pleasure hypothesis, people deliberately seek out particular media material for reasons and goals in mind (Katz, Blumler, & Gurevitch, 1974). It develops an active audience member who can examine and evaluate media in order to achieve certain goals as opposed to a passive one (Wang, Fine, & Cai, 2008). The shift in emphasis from what media did to people to what people could do with media marked a functional change in communications studies, which was indicated by GT.

The basis of GT is the desires and motivation theory, which claims that each individual's set of requirements has its own hierarchy. (Maslow, 1970). This notion was immediately embraced by communications researchers, who began categorizing distinct media consumption needs. These typologies, which depict many forms of conscious media consumption that humans may partake in, have several unauthenticated variations. GT creates a framework for comprehending the reasons behind individual media consumers' increased or reduced activity as well as the effects of that change in activity.(West & Turner, 2007). The theory is predicated on three key tenets: (1) audiences are the only people who make moral judgements about media content; (2) audiences are the only people who can make moral judgements about media content; and (3) audiences are the only people who can communicate with scholars about their choices.

The first presumption holds that each person approaches the media with their own interests and objectives. The four objectives are distraction—getting away from daily tasks or problems—personal relationships—when media substitutes friendship—

surveillance—gathering data for media to help with an end goal—and personal identity—finding methods to confirm one's unique ideas (McQuail, Blumler, & Brown, 1972).

One of the theory's acknowledged weaknesses is addressed by the second assumption, which states that individuals are aware of the media they consume. According to some academics, self-report data is inadequate for analyzing media use, and participants may be unable to adequately characterize their cognitive processes or behavioral patterns. According to some academics, self-report data is inadequate for analyzing media use, and participants may be unable to adequately characterize their cognitive processes or behavioral patterns. But this viewpoint is supported by research that makes the assumption that audience members are passive. The fact that media usage is not always active, which might result in inadvertent exposure and effect, is another issue. The third and final GT principle is that while studying media material, researchers should try to keep their own personal value judgements out of the equation. Since GT describes how a member of the audience meets his or her wants by using media, only a member of the audience should be qualified to assess the value of the offered media material.

This theory was utilized to assess how BUC students and staff use social media to enhance learning and information exchange, as well as how they intentionally study and evaluate social media to gain knowledge.

2.7 Summary of the Chapter

Social media is anticipated to provide a welcoming environment as well as opportunities presented by new communication technology. The Internet of today is dominated by social media. Libraries can use social media to engage its users, whether it's through engaging with students on Facebook, posting relevant Web links on Delicious, or assisting with the implementation of corporate social media. Social networking, when combined with Web 2.0 technology, has the potential to increase social relationships, speed up corporate processes, improve consumer interactions, lower the cost of employing high-quality workers, and increase employee morale, motivation, and job satisfaction. This form of social network, on the other hand, has a reputation for reducing employee productivity, and many businesses fear that their productivity and reputation may suffer as a result (MessageLabs, 2017). Academic librarians may have access to exciting new outreach alternatives thanks to the relatively recent technology of social media sites. They provide a fresh way to reach students who aren't using the traditional library website and physical location by enabling them to engage with librarians and library products without leaving the comfort of their favorite websites. The research study did not make a distinction between the numerous motives for social media usage. Lack of authenticity, social media usage, and rules governing social media use are further issues in the literature. Finally, this study is necessary because additional research is needed on how staff and students at higher education institutions utilize social media to share knowledge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodological approaches utilized in data collection and analysis is covered in this chapter. It enumerates each step that was taken throughout the study process. The study's design, setting, participants, sampling strategy, sample size, validity and reliability, data collecting, and data analysis are all well discussed.

3.2 Research Design

A research design, according to Burns and Groove (2003), is a strategy for carrying out a study with the greatest amount of control over variables that can skew the validity of the findings. In order to investigate how social media is utilized for knowledge sharing, this study used a case-study survey methodology using a variety of approaches. Using both qualitative and quantitative components, a research approach is referred to as a "mixed method design." It includes philosophical presuppositions, the application of descriptive and analytical procedures, and the fusion of the two methodologies in a research. (Holt & Graves, 2007). According to Burns and Groove (2003), a research design is a method for conducting a study with the maximum level of control over factors that might affect the validity of the results. This study employed a case-study survey technique with a range of techniques to look into how social media is used for knowledge sharing. A research strategy is referred to as a "mixed method design" if it includes both qualitative and quantitative components. It entails philosophical presuppositions, the use of analytical and descriptive techniques, and the blending of the two research processes.

Qualitative research is the most effective way to learn about the underlying reasons, opinions, and motives around the topic at hand. It gives information about the topic or aids in the development of ideas. Contrarily, quantitative research is most effective when people need to be systematically polled about their opinions in order to get accurate data and statistics that will aid the researcher (Vaast et al., 2016). To collect accurate statistical information, as was done in this study, a sizable sample of the intended population was polled, ensuring that the results were representative of the target group (Holt & Graves, 2017). The study used both positivism and interpretivist. Individuals, according to interpretivists, are nuanced and complicated, and different individuals experience and perceive the same actual reality in very various ways. They also think that people have their own, often quite different, motives for how they behave in the world. Positivism is an excellent fit for this problem since it argues that all authoritative knowledge stems from sensory experience, is evaluated by reason and logic, and is then only validated by that information.

3.3 Target Population

The study's target demographic was all 684 students and faculty members at Bomet University College. Because they had taken several ICT courses and had acceptable skills, the students included in the study were solely undergraduate students. A case study was used as an acceptable research strategy to amass actual, contextual, in-depth knowledge of a particular real-world issue. It enabled the researcher to look at the fundamental elements, implications, and outcomes of the study.

3.4 Sampling Procedure and Sample Size

The research aims and research questions were taken into account when establishing the appropriate sample size for this study. Students and staff from Bomet University College made up the sample size for this study, and they were selected by systematic random selection. Purposive sampling was also used to identify the following key informants for the study: Head of ICT, Dean School of Education, Dean School of Business, Senior Librarian, and Student Leader are all Deputy Principal Academics and Student Affairs.

3.5 Sample for the BUC Students

Considering the target population, Mugenda and Mugenda (2012) found that a sample size of 30% would provide the best results. So, the sample size employed was

$$= 684 \times (30 \div 100)$$

$$= 205 \text{ respondents}$$

The sample size was distributed as follows;

$$\text{Students} = 199$$

$$\text{Key informant} = 6$$

Purposive sampling was employed to choose the key informants while systematic random selection was utilized to choose the sample for the students.

3.6 Data Collection Instruments

3.6.1 Questionnaires

Students were asked to fill out questionnaires to provide information. The data gathering questionnaires were semi-structured. They divide the data into categories based on the users' use of social media; hours spent there, information sharing, knowledge management, and socializing on social media. These surveys were chosen because they enable for data collection with a configurable design while maintaining anonymity, acceptance among respondents, and cost savings.

3.6.2 Interviews Schedules

Six (6) important informants were interviewed, including the Deputy Principal Academics and Student Affairs and the Head of ICT. Dean of the business school, senior librarian, student leader, and Dean of the education school. The interviews collected information on ways to enhance social media for knowledge sharing, College regulations controlling social media use, and the goal of using social media at the institution. During the interviews, the scholar was able to acquire further information from the main informants. As data was acquired, the researcher wrote notes on the subjects they considered were critical to supporting their results.

3.7 Pilot Study

To verify the validity and reliability of the data collection instruments, a pilot research was undertaken at the University of Kabianga in Kericho County. A total of 30 students and employees from the University of Kabianga's main campus participated in the pilot project. The campus was chosen since it was in a comparable setting to the research site. The number of students and staff was sufficient to pilot the study instruments for validity and reliability. After that, the research instrument was changed to include all of the study variables.

3.8 Validity

Validity is a metric that describes how well a method checks what it's supposed to check (Wallen & Fraenkel, 2000). Its goal is to determine whether the questionnaires and interview material are measuring what they claim to be measuring. The completed questionnaire was examined by the study supervisor and information science professionals, and their feedback was included. One of these modifications was comparing the questions to the research questions and the study's objectives. The researcher's questions were streamlined so that they could be easily understood, ensuring their validity.

3.9 Reliability

Using a checklist, the language, technical terms, grammatical problems, requests for potential comments through surveys, and other pertinent materials were all evaluated for dependability before being used to evaluate the questionnaires.

The dependability of the instrument was confirmed using Cronbach's Alpha Value, which yielded a coefficient of 0.812 based on the results of the pilot research. This proved the reliability of the research tool.

3.10 Data Collection Procedures

Before beginning this study, the researcher got approval from all appropriate authorities. The researcher also got a research authorization from the National Council of Science and Technology (NACOSTI), a division of the Ministry of Higher Education Science, via the Office of the Director, Postgraduate Studies at Maasai Mara University. The identities of the respondents were not required on the surveys in order to maintain secrecy. This was reviewed with the respondents prior to the completion of the surveys to ensure that they did not withhold critical information. Only those who were willing to take part in the study received questionnaires. Those who did not want to participate were likewise thanked and their wishes were granted. No one was compelled to complete the survey.

3.11 Data Analysis

The research findings were critical in coming up with final suggestions and conclusions. This was done with great care and attention to the research questions and objectives. It was necessary to aggregate and evaluate the data after data collection in order to draw conclusions about the exam questions. It was my responsibility as the researcher to recognize and describe the many kinds of data while working with qualitative data. The data were also divided up into useful descriptive pieces by the researcher.

Quantitative data were examined using the Statistical Package for Social Science (SPSS) version 22.0 for Windows. In order to get reliable data that might be used to recommend using social networks for knowledge sharing, the study findings were compared to relevant literature.

3.12 Ethical Consideration

The researcher was cleared by the Masai Mara University to collect data. The researcher requested a research authorization from the National Commission of Science, Technology, and Innovation (NACOSTI). Further, consent and permission from Bomet University College management was sought to allow the respondents to take part in the study. Privacy was ensured by leaving out any personal questions; anonymity was achieved by protecting the identity of specific individuals from being known and confidentiality was kept.

3.13 Chapter Summary

The study site, study population, sampling technique, validity and reliability, sample size, data collecting, and data analysis are all covered in this chapter. The researcher has supported every aspect of the method so that it stands out in gathering all of the data required to achieve the study's goals.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The results of data analysis, study findings, and debate on how social media affects knowledge sharing among faculty and students at Bomet University College are presented in this chapter. The data gathered from staff interviews and student surveys has been presented, assessed, and interpreted in accordance with the study's goals.

4.2 Respondents Return Rate

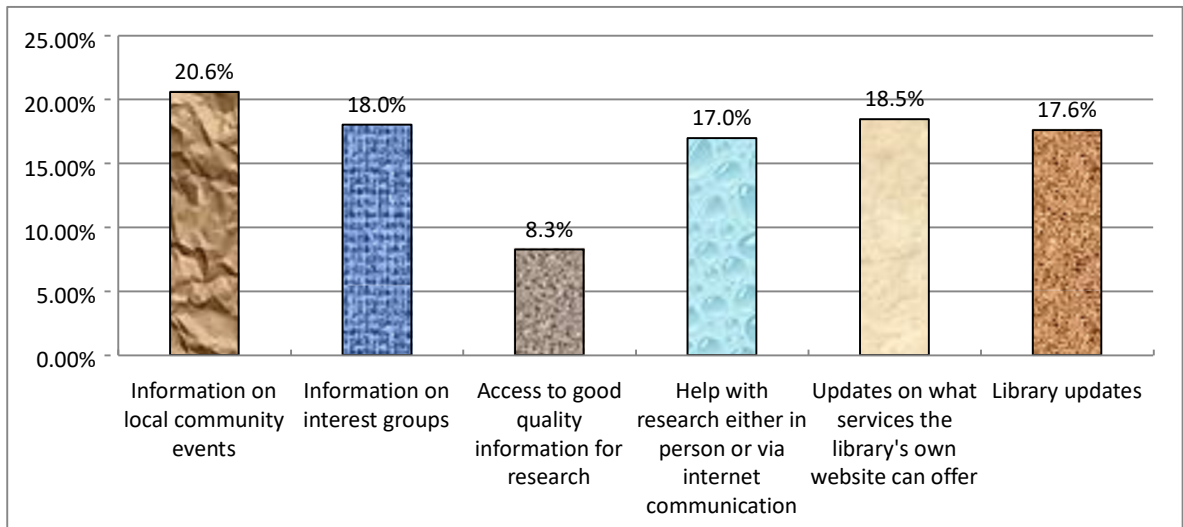
The study targeted six hundred and eighty-four (684) undergraduate student and key informant staff of Bomet University College. Out of the 205 respondents 171 responses was received which translates to a response rate of eighty-three per cent (83%).

4.3 Findings of the study

These sections give the findings of the study based on the study variables;

4.3.1 Social Media in enhancing learning

Finding out how much social media is being used by faculty and staff at Bomet University College was the study's initial goal. Respondents were asked to indicate whether university social media pages have contents which enhance learning. The purpose of the question was to indicate the relevance of university social media contents in enhancing leaning. The findings are presented in Figure 4.1



N=171

Figure 4.1: Social Media in enhancing learning

Source: Research Data (2022)

Figure 4.1 shows that the majority of respondents, who were 20.6%, noted that social media had information on local community events, 18.5 % of the respondents noted that social media had updates on services offered, 18.0 % agreed that university social media had information on interest groups, 17.6 % noted that it had information on library updates, 17.0 % noted that social media helped them in their research, while 8.3 % of the respondents noted that social media had information on updates.

The findings as per figure 4.1 reveals that university social media platform has information on local community events, updates on what services the university library services, information on interest groups, library updates, helps with research and has quality information for research. As a result, social media can be considered a new and powerful learning system that offers an excellent platform for information transfer.

This study examined how respondents learned in connection to the social media services offered by the institution. As shown in Figure 4.1, respondents were presented with a variety of alternatives, and depending on the situation, they may have selected more than one. This study is noteworthy because it revealed that respondents were typically interested in information about neighborhood activities, interest groups, the convenience of conducting research in person or online, updates on the services provided by the library website, and library updates. Additionally, social media may be a fantastic platform for faculty and students to work together on user research and education.

The study sought to determine how knowledgeable respondent on the use social media in enhancing learning. This included taking into account the respondents' knowledge with social media as well as the amount of time they spend on it.

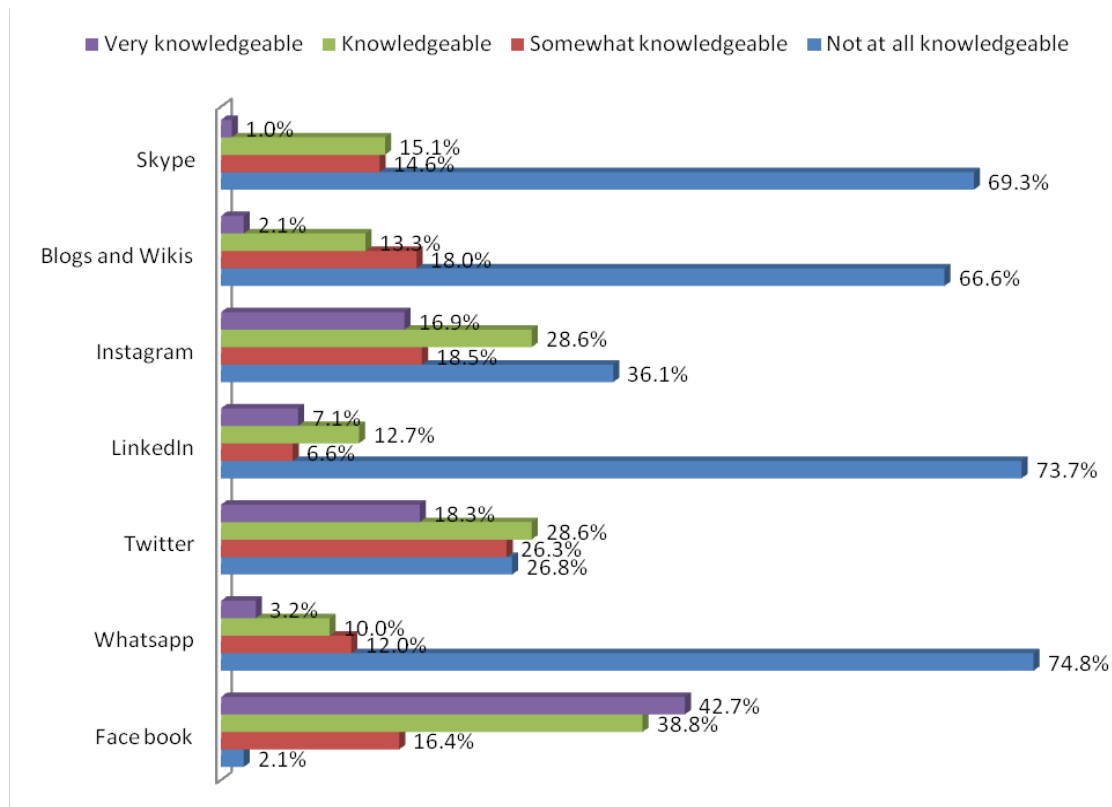


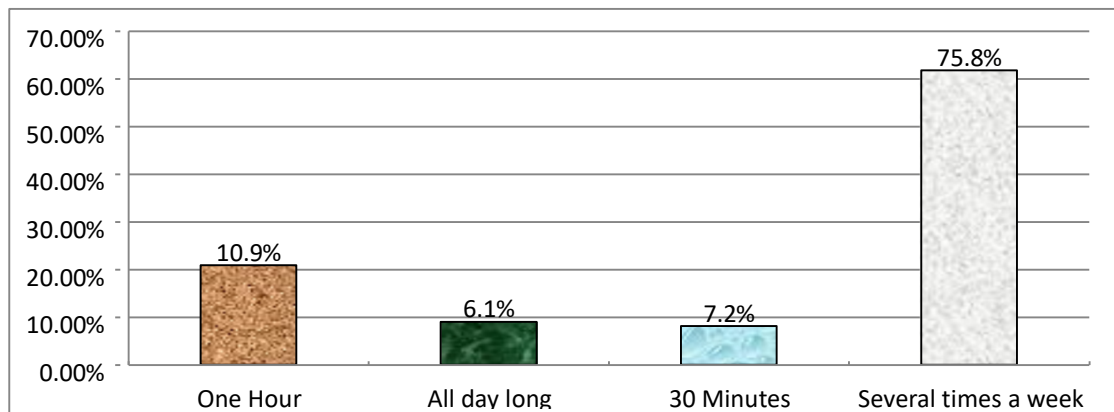
Figure 4.2: Extent of using Social Media

Source: Research Data (2022).

The findings as per figure 4.2 reveals that majority of the respondents who were 69.3% were not knowledgeable, 15.1% were very knowledgeable, 14.6% were somewhat knowledgeable and 1.0% were knowledgeable on skype. Majority of the respondents who were 66.6% were not knowledgeable, 18.0% were somewhat knowledgeable, 13.3% were knowledgeable and 2.1% were very knowledgeable on blogs and wikis. Majority of the respondents who were 36.1% were not knowledgeable, 18.5% were somewhat knowledgeable, 28.6% were knowledgeable and 16.9% were very knowledgeable on Instagram.

The respondents who were 73.7% were not knowledgeable, 6.6% were somewhat knowledgeable, 12.7% were knowledgeable and 7.1% were very knowledgeable on LinkedIn as a social media platform used in enhancing learning. The respondents who were 26.8% were not knowledgeable, 26.3% were somewhat knowledgeable, 28.6% were knowledgeable and 18.3% were very knowledgeable on use of Twitter as a social media platform in enhancing learning. 74.8% were not knowledgeable, 12.0% were somewhat knowledgeable, 10.0% were knowledgeable and 3.2% were very knowledgeable on use of WhatsApp as a social media platform for enhancing knowledge. The respondents who were 2.1% were not knowledgeable, 16.4% were somewhat knowledgeable, 38.8% were knowledgeable and 42.7% were very knowledgeable on Facebook as a social media platform in enhancing learning.

The purpose of the study was to see how familiar the respondents were with social media. This indicates that respondents have the most experience with WhatsApp and Facebook, and the least experience with MySpace, blogs, and wikis. In order to improve information exchange, respondents were asked how much time they spend on the internet. The results are shown in Figure 4.3.



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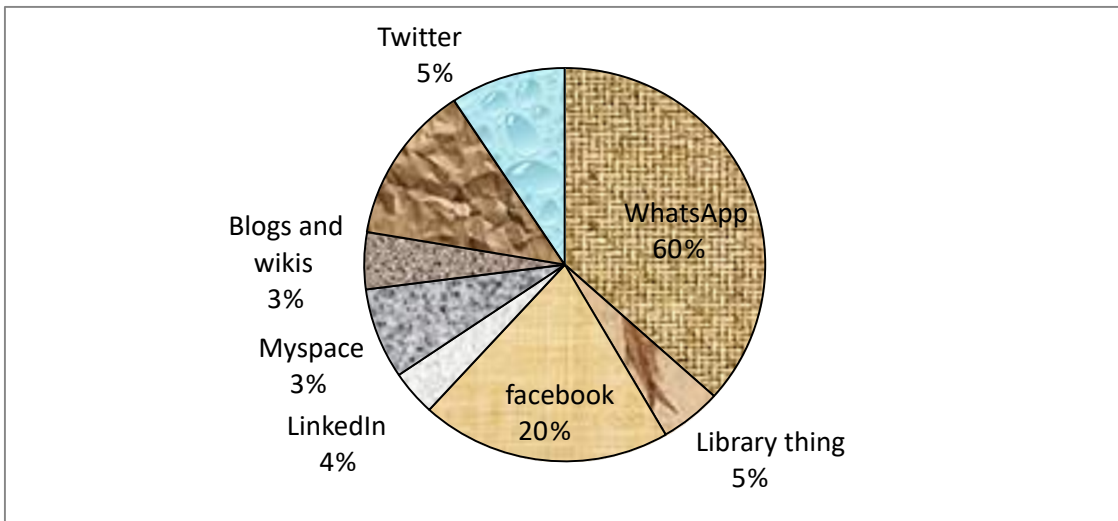
Figure 4.3: Time Spend on Social Media

Source: Research Data (2022)

Figure 4.3 reveals that 75.8% of the respondents spent several times in a week on social media, 10.9% of the respondents spent one hour on social media, 7.2% spent 30 minutes on social media and 6.1% spent the whole day on social media in enhancing learning. This was a crucial factor in establishing how social media may be used to improve knowledge exchange. The question was asked on a time scale of one-hour, whole day, 30 minutes, multiple times, and a week.

4.3.2 Social Media in Knowledge Sharing

The second goal was to determine how much social media is used by students and faculty at Bomet University College for knowledge sharing. The study looked at whether respondents utilized social media for knowledge exchange and, if yes, what forms of social media they used. The results are shown in Figure 4.4.



N=171

Figure 4.4: Social Media in Knowledge Sharing

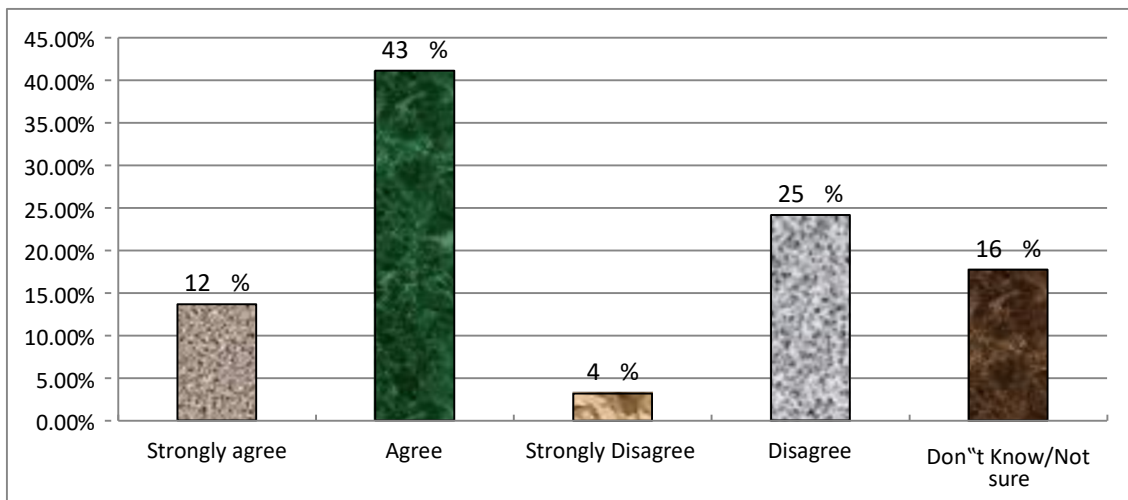
Source: Research Data (2022)

The majority of respondents, or 60%, used WhatsApp for knowledge sharing. 20% of respondents used Facebook for knowledge sharing. 5% of respondents used Twitter. The same percentage of respondents used library resources for knowledge sharing. 4% of respondents used LinkedIn. 3% of respondents used Myspace, blogs, and wikis.

The findings reveals that the majority of students use social media such as WhatsApp and Facebook, which have transformed the way individuals communicate and broadened their reach at Bomet University College. The study's findings in Figure 4.4 illustrate that things such as expressing thoughts and perspectives, communicating with professors, and engaging in professional activities are all examples of how people utilize social media to share knowledge.

This showed how social media may be used to spread knowledge to aid in student-centered learning. This is because respondents use social media to communicate, express themselves, and carry out work-related tasks. Additionally, social media is a fantastic instrument for information sharing as well as teaching and learning, and it may provide institutions with novel opportunities for interaction and collaboration.

The goal of the survey was to find out how respondents felt about using social media for knowledge exchange. This was done by asking respondents if they were comfortable using social media to share knowledge. Whether they think social media offers useful knowledge, how they feel about social media in relation to knowledge sharing, and how they feel about social media as a source of information. As seen in Figure 4.5 below.



N=171

Figure 4.5: Trust in Use of Social Media in knowledge sharing

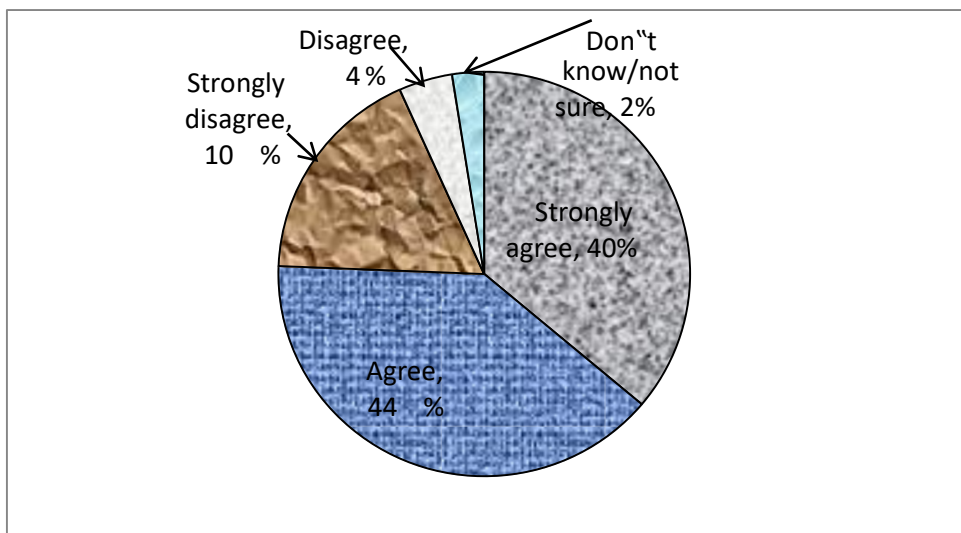
Source: Research Data (2022)

The findings according to Figure 4.5 reveals that majority of the respondents who were 43% agreed that they trust the use of social media in knowledge sharing. 25% disagreed,

16% of the respondents were not sure, 12% strongly agree and 4% of the respondents strongly disagreed that they trust the use of social media in knowledge sharing.

Figure 4.5 depicts the study's findings, which show that trust is crucial in information sharing. Trust among members and a knowledge-friendly culture, in which people are intellectually interested, free to explore, and encouraged to develop and apply new knowledge, are the two most important factors in facilitating knowledge transfer.

The study sought evaluate the value of information being shared through university social media platforms and the findings are as per Figure 4.6.



N=171

Figure 4.6: Social Media for Valuable Knowledge

Source: Research Data (2022)

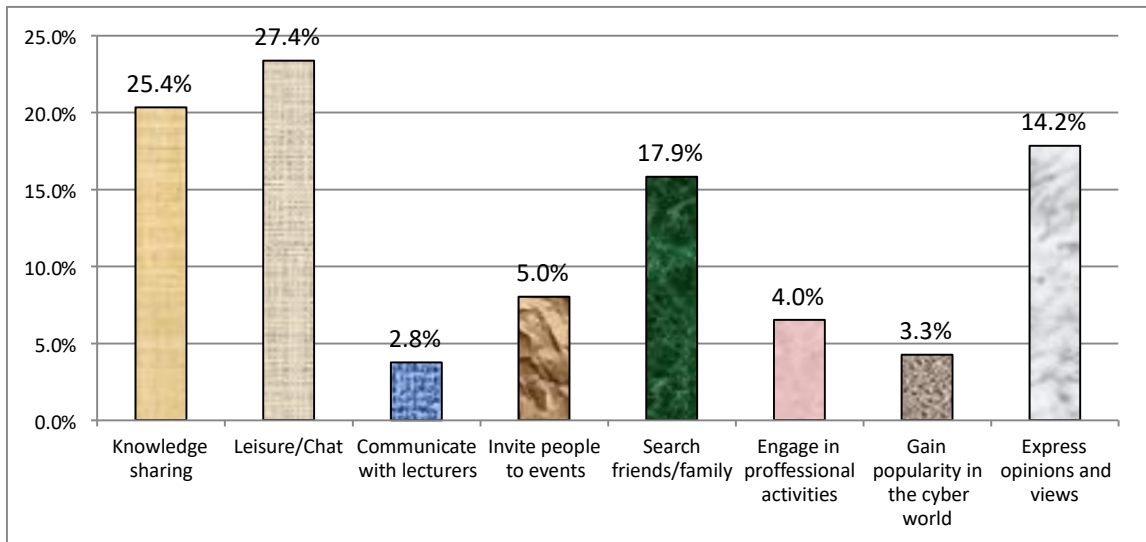
The majority of respondents—44 percent—agreed that social media give useful knowledge, according to the data in Figure 4.6. There were 45 percent of respondents

who strongly agreed, 10 percent who strongly disagreed, 4 percent who disagreed, and 2 percent who were unsure that social media provides useful knowledge. Social media's attitude toward disseminating beneficial knowledge was defined in large part by the use of social media for knowledge exchange. Strongly agree, strongly disagree, disagree, did not know/not sure, and did not know/not sure were the possible responses to the question. The research shows that university social media create a vibrant community where people may share their important information.

Social media, according to respondents, can be utilized as a venue for sharing information. Their goals were to do research, distribute instructional materials and lecture notes, gain access to high-quality knowledge, and educate others. It is possible to form groups in which difficult questions can be posted for discussion. Furthermore, the respondents expressed the belief that lower internet access prices will lead to more suitable usage of social media for knowledge sharing.

4.3.3 Social media for Socialization

Examining how much BUC personnel and students utilize social media for networking was the study's third goal. The findings are presented in Figure 4.7.



N=171

Figure 4.7: Social Media for Socialization

Source: Research Data (2022)

Most respondents—27.4% of them, as shown in Figure 4.7—state that they use social networks for conversations and leisure. 14.2 percent of respondents said they used social media to express their opinions, 25.4% of respondents said they used social media to share knowledge, 17.9% said they used social media to look up friends and family, 5.0 percent said they used social networks to invite people to incidents, 4.0 percent said they used social media for professional purposes, and 3.3 percent said they used social media for personal purposes. This was important in order to determine why respondents use social media and whether they utilize it for sociability.

The findings showed that social media was used as part of socialization was used in sharing knowledge, chatting, communicating with lectures, inviting people to events, search friends and family, invite people to events, engage in professional activities and in

expressing opinions and views. This implies that social media is interactive, instant, and has become a normal part of everyday life, which is why it is so important in the educational setting for knowledge sharing. Respondents highlighted that accessing and using social media requires some abilities, thus students and staff should be educated on how to utilize them correctly for knowledge exchange.

4.3.4 Challenges Experienced in Using the Social Media

The fourth objective of the study was to determine the challenges that people encounter when utilizing social media. This was achieved by recognizing the security concerns related to social media use. The results are shown in Figure 4.8.

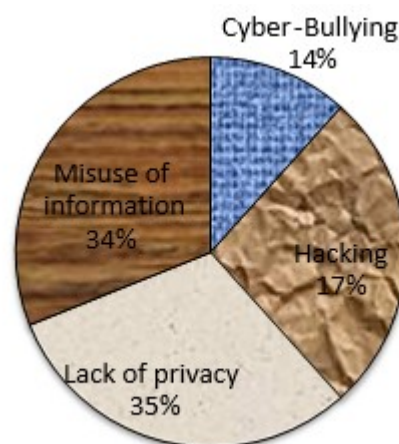


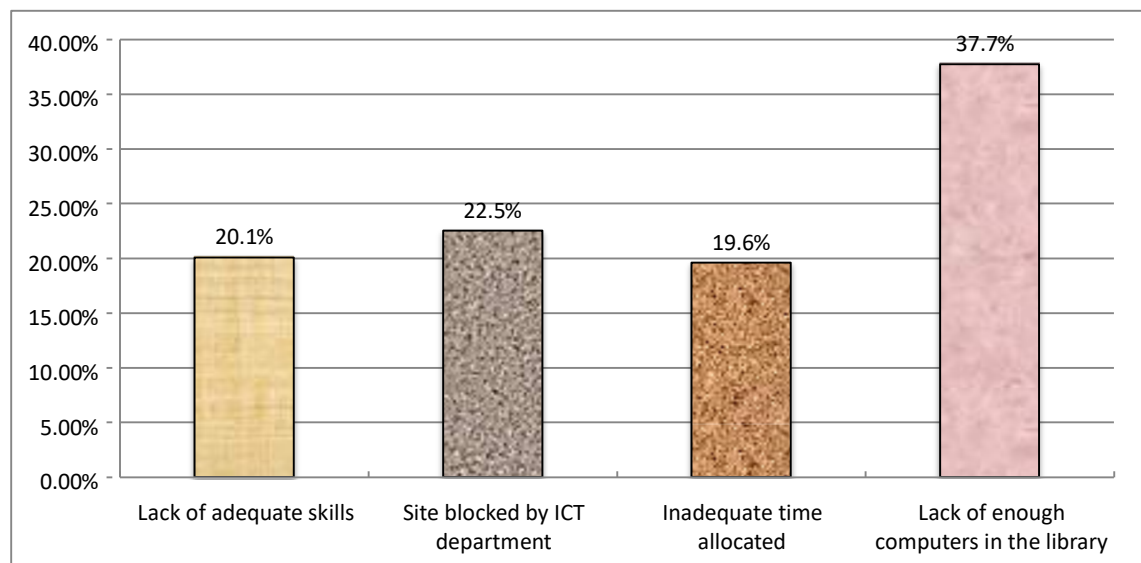
Figure 4.8: Security Problems in Use of Social Media

Source: Research Data (2022)

Respondents were asked to list any security issues they have encountered while using social media. Online privacy issues and data misuse are a deterrent to utilizing social media on a regular basis. It is critical for university social media platforms to protect online privacy when sharing knowledge, so that it is not misused and unauthorized users

are not able to access it. Figure 4.8 shows that the majority of respondents—35%—identified a loss of privacy as the biggest security issue they face when using social media. Malicious use of data was cited as a security issue by 34% of respondents, hacking was cited as a problem by 17% of respondents, and cyberbullying was cited as a problem by 14% of respondents in relation to the usage of social media.

The goal of the study was to discover the problems that people face when using social media, and the results are shown in Figure 4.9.



N=171

Figure 4.9: Challenges Encountered in the Use of the Social Media

Source: Research Data (2022)

Figure 4.9 shows that the majority of respondents, or 37.7%, stated that having insufficient access to computers at the library is one of the biggest obstacles to using social media. 22.5 percent of respondents indicated that having a website restricted by the ICT department was the second obstacle they faced while using social media, while 20.1 percent said that having the right skills was a problem and 19.6 percent said that the time

allotted was insufficient. The results of the poll, as seen in figure 4.9, showed that the biggest obstacles to accessing social media were a shortage of computers, a lack of privacy, and the abuse of information. ICT regulations controlling the use of social media also posed a challenge. The response was that the ICT policy makes no mention of social media, although the ICT department permits for some restricted time on social media use. Despite its benefits, widespread usage of social media poses issues since it alters the way students communicate knowledge at university.

The respondents concurred that sharing content on social media in an appropriate manner and using appropriate language can help disseminate information. According to the participants, the usage of social networks for information exchange is encouraged by refraining from using pornography and using appropriate language.

The study's objective was to find answers to the issues that faculty members and students have while using social networks for knowledge exchange. Table 4.1 displays the responses to the question about recommendations for using social media to disseminate information.

Table 4.1 Solution to Challenges Encountered in Use of Social Media

Measures	Frequency	Percentage (%)
Reduce costs for constant internet access	71	42
Enhancing privacy and tracking hackers	39	23
Provision of skills	24	14
Enhancing knowledge sharing	18	10
Use of Proper language	15	8
Increase number of facilities	4	3
TOTALS	171	100%

Source: Research Data (2022)

Table 4.1 reveals that majority of the respondents who were 71 representing 42% suggested that reduction of cost for internet access could go a long way in enabling them use social media for knowledge sharing. The 39 respondents, or 23% of the total, remarked that improving privacy and catching hackers will encourage people to utilize social media for information sharing. 14 percent of the respondents who were 24 years old acknowledged the need for abilities in the use of socail media platforms for information sharing. The respondents who were 18 representing 10% noted that there was need to enhance knowledge sharing skills so as to enable students and staff use social media in knowledge sharing.

Respondents who were 15 representing 8% noted that there was need to enhance the use of proper language in the social media platform and that the respondents who were 4 representing 3% noted that there was need to increase the number of facilities.

Table 4.1 was an open-ended question in which respondents might submit suggestions for how to make social media more useful for knowledge exchange. Respondents indicated that lowering the cost of continual internet access will help them deal with the obstacles they face when using social media. This was determined based on some of the respondents' opinions, which included: lower costs, free internet services in hostels, and lower internet rates.

Furthermore, respondents believed that providing social media skills would address the challenges of insufficient social media abilities. According to the respondents, more training in social media usage is required, along with teaching people how to use it and setting aside more time for computer lessons. The problems would be resolved, according to the respondents, if social network hackers were tracked down and their secrecy and privacy increased. Tracking hacking users and increasing privacy in university social media platforms are among the details acquired. The obstacles of using social media, according to respondents, can be addressed by building sites for knowledge sharing and academic advancement, providing beneficial information, adding additional content to frequently visited sites, and uploading educational information. Respondents mentioned using proper language as a way to solve the difficulties they face when using social media, as well as taking action against people who use abusive language on social media.

According to respondents, addressing the difficulties in using social media would be greatly helped by increasing the availability of resources like computers in the university, enough e-resources in the library, sufficient media to access social media, smart phones, and WIFI in the dorms to facilitate easier information exchange and other electronic devices.

4.4 Responses from Key Informants

The purpose of social media in academia, University College policies controlling its usage, and initiatives to improve social media's potential to encourage knowledge exchange were also discussed with key informants.

The goal of the study was to see what modifications could be done to make it easier for students and staff to share knowledge via social media at the university. This was an open-ended question, and responders were asked to submit suggestions for how to improve social media so that it may be used more effectively for knowledge exchange.

The remarks are summarized as follows: Improvements in internet speed, the addition of new facilities like computers, and a better grasp of how to utilize social media for knowledge exchange can all help to make employees more aware of the potential and applications of social media as well as their importance.

The data show that staff members have unrestricted access to social media whereas students are only permitted to use it for a short period of time depending on other ICT standards. The response was that social media activity is not covered by the ICT policy.

Specifically in guaranteeing that learning proceeds despite the COVID 19 epidemic, university management feels that social media is underused and might be made more successful at the university level through enhanced knowledge. The findings reveal that library staff updates clients on services they offer which include, new acquisitions, user education and current awareness service. The university clearly uses social media for communication and knowledge transfer. Although this is great, it seems that more needs to be done to make sure that information from university social media sites gets to students and staff who use social media more than 40 hours a week. According to the answers, university social media sites are regularly updated to make sure that the content presented educates users.

4.5 Discussion of the Findings

Education is the cornerstone upon which knowledge societies are erected. There are now fantastic potential to enhance education and studying at all levels because to the expansion of digital networks. The UNESCO knowledge society plan's recommendations stress the significance of social media in facilitating networked learning. Among the rules are coordinating networked learning and giving learning processes priority. To comprehend social change, it is insufficient to focus just on ICTs—the internet, mobile devices, bandwidth, or software programs (Archambault, 2011).

There are still indications of a fixation with technology, which is considered as the answer to issues with advancement. However, it is clear that these technologies have a profound impact on people's lives in dramatically different ways throughout the globe, and that their adoption has varying economic and social effects.

Examples include always having a camera with you or having several YouTube channels (Hanna, 2010). The ideal method is to empower individuals by giving them the information they require to control how their requirements are satisfied. This entails examining beyond network and application usage to the institutional, regulatory, economical, political, and cultural factors that surround these uses, whether they involve mobile phones, social media, or other kinds of mediated interaction (Samarajiva, 2011). Filtering, referral, and adaption, as well as sharing information, are all important aspects of knowledge generation and application. It offers a wide range of fresh instruments for maintaining social interaction and market-driven endeavors, but not all of them are appropriate for building stable and long-lasting knowledge societies. Particular social networking uses are not usually associated with the production and sharing of meaningful or pertinent knowledge, especially as experienced by people in their everyday lives.

4.6 Summary

According to the findings, social media is used at Bomet University College, and the respondents are aware on how to use it. Similarly, social media is said to deliver useful information. Furthermore, social media is used several times every week, primarily for the purpose of knowledge sharing and socializing. However, there have been a number of issues with using social media, including the need for more facilities, a decrease in the price of ongoing internet access, the provision of skills, better knowledge sharing, privacy enhancements, the detection of hackers, and the use of appropriate language online. All of these issues could be resolved in order to increase the use of social networks for knowledge sharing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section provides a summary of the research findings based on the objectives that have been split down into study factors. These include using social media to increase learning, exchanging knowledge about social media, interacting with others online, and overcoming social media hurdles.

5.2 Summary of the findings

The following is the summary based on the research findings

5.2.1 Use of Social Media for Learning

The results show that every single respondent uses social media. WhatsApp and Facebook were the two most widely used social media networks. The use of social media was seen as crucial due to the widely held view that they may be used as communication channels, for marketing information resources, and to enhance the process of spreading information inside an organization, leading to knowledge sharing. When social media apps are used in conjunction with educational methods, they open up new and exciting possibilities. They provide ease, flexibility, and time freedom while also reducing resource demand. Information exchange, user interaction, and education have all benefited from social media.

They seem to be a more user-friendly platform for users to evaluate their current knowledge, record new experiences, and offer helpful criticism in an effort to promote a knowledge-sharing environment. The study also discovered that social media encourages users to show their support for one another, which increases their motivation to engage in information management processes. Furthermore, social media promote openness in thinking, collaborative knowledge sharing, shared decision-making authority, and interactivity. Furthermore, they form long-term ties with genuine people. This requires seeing people as more than just dealers in digital content. The findings of this study concur with those of Ellison et al. (2007), who claimed that WhatsApp contributes to the development of social capital, showing that online contacts enable people to maintain connections even when their lives diverge.

5.2.2 Social Media in Knowledge Sharing

According to the poll, respondents utilized social media to disseminate their knowledge. When using social media to promote educational goals, the benefits of on-site educational resources are combined with the benefits of employing technology to boost student involvement. Tinto (2000) discovered that universities can have a favorable impact on both student learning and the degree of engagement and cooperation among university students. Social media has the potential to benefit from the usage of technology for academic purposes while also assisting in the establishment of professional learning network.

Hemmi, Bayne, and Land (2009) add to this by stating that because students use online technology in their daily lives to collaborate, obtain information, communicate, and socialize, there is no reason why they should not employ the same skills and behaviors in the classroom to aid learning.

The usage of social networking sites by students for social interactions has been demonstrated, nevertheless. Academic libraries are interested with how students really utilize social media in addition to student opinions. Self-learning, cooperation, and communication between students and professors are all made possible and encouraged by the usage of social media. Additionally, students are taught to distinguish between the abilities needed to seek online information and the ability to comprehend that knowledge. Students that utilize social media can develop a practical thinking skill. Students may develop their digital literacy and exercise critical thinking on social media. Through casual talks with classmates and experimentation, students learn a lot. Through social media, students may engage in these crucial informal learning activities, such as informal conversation, practice, and creative solutions, which are typically where learning occurs.

5.2.3 Social Media for Socialization

According to the figures, WhatsApp was the most widely used social networking site among both students and employees. Additionally, it was found that approximately two-thirds of the participants regularly used social media. A social network, that has become a crucial part of students' everyday lives and duties, is widely used by them.

These results are in line with those of Dwyer (2007), who found that millions of people regularly use social media, and it now seems that social networking will become an essential component of daily life. Social media has ingrained itself into the daily lives of an increasing number of people. Students are increasingly dependent on their smartphones, computers, iPads, and social networking sites to remain in touch with their peers as well as to stay informed of current events and participate in shaping them. According to Olubiyi (2012), students today are so engrossed in social media that they spend more than 24 hours online. Some students have even been observed talking on the phone or using Facebook in lecture halls and classrooms. The impulse to meet new people online has wasted time that could have been spent studying, conducting academic research, and creating; the majority of this time has been used to discuss social issues. As a result, social media attention causes problems for the majority of kids.

5.2.4 Challenges in the use of Social Media

Although social media are utilized for a variety of reasons at Bomet University College and it is widely acknowledged that they provide useful knowledge, as this study revealed, users face a number of challenges when using social media for knowledge exchange. The investigation discovered a number of security issues, including cyberbullying, hacking, loss of privacy, and information misuse. Furthermore, social media was hampered by a lack of appropriate skills, sites restricted by the ICT department, and insufficient time provided.

According to the findings, lack of privacy was regarded by slightly more than a third of the respondents as one of the most serious security concerns when using social media. Users' concerns about the consequences of disclosing too much personal information have grown as a result of social media privacy concerns. The best approaches to protect personal details on networks and the privacy of electronic transactions have been the subject of extensive debate among academics, lawmakers, and internet users (Jorstad, 2001; Spencer, 2002). There is some evidence to suggest that youths are aware of the possible privacy hazards posed by the internet and that many of them are proactive in reducing these risks (Hitchcock, 2008; Lenhart et al., 2010). According to the study's findings, slightly more than a fourth of respondents had difficulty accessing social networking sites after the ICT department blocked them. Li (2010) cites practitioner literature to support his assertion that a lack of social media standards and regulation is to blame for issues with access to social media. According to Li (2010), rules are vital in contested circumstances because they make it easier for managers to spot difficulties and seek guidance on potential next measures. Institutions must establish how social media conversations are monitored, and agreement on the distribution of tasks and information is critical.

The survey's participants claimed that social media users have a lot more control over their informational surroundings, requiring the need to act on the information presented. A third or so of the study's participant's highlighted information abuse as a security concern with social media use. Numerous social networking sites, like WhatsApp, let users choose who may view their profiles. This stops unauthorized users from gaining access to their data.

As Manyasi (2010) points out, a recent source of worry has been third-party programs exploiting information without users' knowledge. One of the issues mentioned by respondents in gaining access to social media was a lack of expertise. Students have weak Internet abilities, according to many research.

According to the findings, there must be a strategic reason and plan in place before using social media. According to the findings, a fourth of the respondents were hampered by a time constraint. Experts are concerned about time commitment when it comes to social media and its educational applications. Due to the inclusion of social media in their workload, faculty and learners in higher education will have a more time-intensive workload.

The usage of social media and internet browsing by young people is no longer seen as a waste of time since they are developing communication and technical skills that are essential in today's world. (Hinduja& Patchin, 2007). This means that, in addition to their purely social uses as a venue and a channel for communication, information, and entertainment, networks have enormous educational potential, and evidence is accumulating showing students value academic use of social networks (Patchin, 2008). Alternatively, because social networking platforms can protect personal information, they are a viable option.

5.3 Conclusions

According to the study, Bomet University College students and staff have the ability to utilize social media significantly for knowledge exchange, suggesting that improving access to and usage of social media is achievable as long as the right steps are identified and taken into account.

According to the findings, employees and students at Bomet University College place some value on social media when they utilize it. The ICT department blocked social media sites, and the time allotted for social media use was insufficient. The respondents lacked the necessary abilities to use several social networking sites.

5.4 Recommendations

The study makes the following conclusions;

5.4.1 Awareness of the Social Media

At both Kenyan and international higher education institutions, it is crucial to raise awareness of the use of social media for knowledge exchange. Engaging and interactive social media content will promote involvement, which will result in people creating their own content and creating a self-sustaining information flow. The university should also restrict inactive websites and encourage the usage of social media sites that encourage debate, answer questions, and push both students and staff to be creative.

5.4.2 Policies to guide Social Media

Higher education institutions need a long-term committee to provide guidance on emerging social media trends. As suggested by, schools and institutions can think about using the sprout contribute to a better understanding platform for information curation so that staff and students can read and share messages on social media. Social media is rapidly gaining acceptance, and it has the power to revolutionize a variety of facets of academic life, involving teaching and learning and information sharing. The educational processes might therefore suffer. With the knowledge that building trust takes time, a persistent response-seeking strategy is necessary. This is because social media platforms foster trust, disseminate vital information, and assist libraries in knowledge sharing. This implies that proactive information flow on social media platforms is not instantaneous, and that this has to be addressed.

5.4.3 Education Awareness Programs

Through education and awareness programs, it is important to promote proper behavior from consumers, encourage appropriate use, set rules and secure agreements regarding what establishing the correct use of Internet bandwidth, educate users about suitable use policies, and train users on how to use social media efficiently and save bandwidth. Social media may be utilized efficiently for knowledge exchange if internet prices are decreased, correct language is enhanced, and consumers are taught more social media skills.

5.4.4 Studies on Benefits Social Media

Research should be done to determine the advantages of social media for knowledge exchange. In this context, research on how people of different ages and educational levels utilize social media to share knowledge should be done. The research recommends that an IT policy for the whole institution be created, including rules for user access and usage. The policy should encompass everything from monitoring internet use to regulating proper social media usage and downloading and installing internet-enhancing software. Stakeholders must regularly get relevant information about the policy.

5.5 Suggestion for Further Research

The use of social media for knowledge sharing by staff and students in Kenya's higher education institutions might be the topic of further study. This would encourage legislators to pay attention to these sites and hold them to a higher level given the role of social media for information exchange. The university's ability to use social media is used by a new batch of students every year; therefore communication during new student orientation needs extra attention. The primary goal of educational initiatives should be to engage users in dialogue about fairness, the need for appropriate bandwidth for all users to do their research, the impact of bandwidth use on higher education costs, and the need of internet usage responsibility. Focusing on the overall advantages of judicious bandwidth use for the university community should be the main objective of the user education campaign. Research on the utilization of educational resources for social sharing is therefore always needed.

Since this study looked into the usage of social media for knowledge exchange in universities, a similar investigation into the function of social media in upgrading online programs in Kenyan institutions should be conducted. Furthermore, further study should be done to uncover novel approaches to enable developments in terms of social media accessibility and privacy to enhance knowledge sharing in higher education institutions.

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APPENDIXES

Appendix A: QUESTIONNAIRE FOR THE UNDERGRADUATE STUDENTS

I am a postgraduate student pursuing Degree of Master of Science in information science at Maasai Mara University. I am carrying out a study on the role of social media in knowledge sharing. I have chosen you as a respondent. The information given in the questionnaire will be handled confidentially. Your co-operation and positive response will be highly appreciated.

Please tick and fill the blank spaces provided appropriately

1. Do you use social media?

a) Yes [] b) No []

a. If yes, which social media do you commonly use? (Multiple choice)

a) Facebook []

b) MySpace []

c) Twitter []

d) LinkedIn []

e) Instagram []

f) Blogs and Wikis []

g) Skype []

h) What sup []

i) Others (Please Specify)

.....
.....

b. If No, Give Reasons (multiple choice)

a) Not Interested []

b) I Don't like them []

c) A waste of Productive Office/Class Hour []

d) Slow Internet Access []

e) Access is blocked by Institution []

f) Privacy Not Guaranteed []

g) Others (Please Specify)

2. To what extent are you familiar with the following social Media?

a) Facebook []

Not at all knowledgeable []

Somewhat knowledgeable [] Knowledgeable [] Very knowledgeable []

b) MySpace

Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

c) Twitter

Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

d) LinkedIn Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

e) Instagram

Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

f) Blogs and Wikis

Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

g) Skype

Not at all knowledgeable somewhat knowledgeable
Knowledgeable Very knowledgeable

h) Others Please Specify

.....
.....

3. How long do you spend on a Social Media?

- a) One Hour []
- b) All Day Long []
- c) 30 Minutes []
- d) Several times a Week []
- e) Others (Please Specify)

4. For what purpose do you use the social Media? (Multiple choice)

- a) Knowledge Sharing []
- b) Leisure/Chat []
- c) Communicate with Lecturers []
- d) Invite People to Events []
- e) Search Friends/Family []
- f) Engage in professional activities []
- g) Gain popularity in the cyber world []

h) Express opinions and views []

i) Others (Please Specify)

.....
.....

5. In your opinion what would you cite as security problems in use of the Social media?

(Multiple choice)

a) Cyber-Bullying []

b) Hacking []

c) Lack of Privacy []

d) Misuse of Information []

e) Others (Please Specify)

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6. In Your Opinion, how can the social media be used appropriately for Knowledge Sharing?

.....
.....
.....

7. Do you agree with the concept of trust in access and use of the social media?

a. Strongly Agree []

b. Agree []

c. Strongly Disagree []

d. Disagree []

e. Don't Know/Not Sure []

8. Do you agree that Social media bring you valuable knowledge?

a. Strongly Agree []

b. Agree []

c. Strongly Disagree []

d. Disagree []

e. Don't Know/Not Sure []

9. a) If you came across your university library in Myspace or Facebook, or whatever social media you frequent, would you add them as a friend?

a. Yes []

b. No []

c. Not Sure []

b) If you did add your local library as a friend what services might interest you?
(Multiple choice)

a. Information on local community events

b. Information on interest groups, e.g. a reading group

c. Access to good quality information for research (e.g. genealogy or personal interest)

d. Help with research either in person or via internet communication

e. Updates on what services the library's own web site can offer, e.g. improved search options and new electronic services

f. Library updates, e.g. new stock, events, book signings etc.

g. Other (please specify) 10.

10. What Challenges do you face when accessing the Social Media? (Multiple choice)

a) Lack of adequate skills

b) Site blocked by ICT Department

c) Inadequate time allocated

d) Lack enough computers in library

e) Others (Please Specify)

11. Comment on any improvements that can be done to facilitate the social media so that they can be appropriately used for Knowledge Sharing

.....
.....
.....

Thank you

Chepngetich Winnie

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Appendix B: INTERVIEW SCHEDULE FOR THE SELECTED STAFF OF THE UNIVERSITY COLLEGE

I am a postgraduate student pursuing **degree of Masters of Science in Information Sciences (Msc), Maasai Mara University**. I am carrying out a study on social media in knowledge sharing. Your Institution has been selected to form part of this study. The information provided will be used exclusively for academic purposes and will be held in strict confidence. Your co-operation and positive response will be highly appreciated. Kindly respond to the following questions;

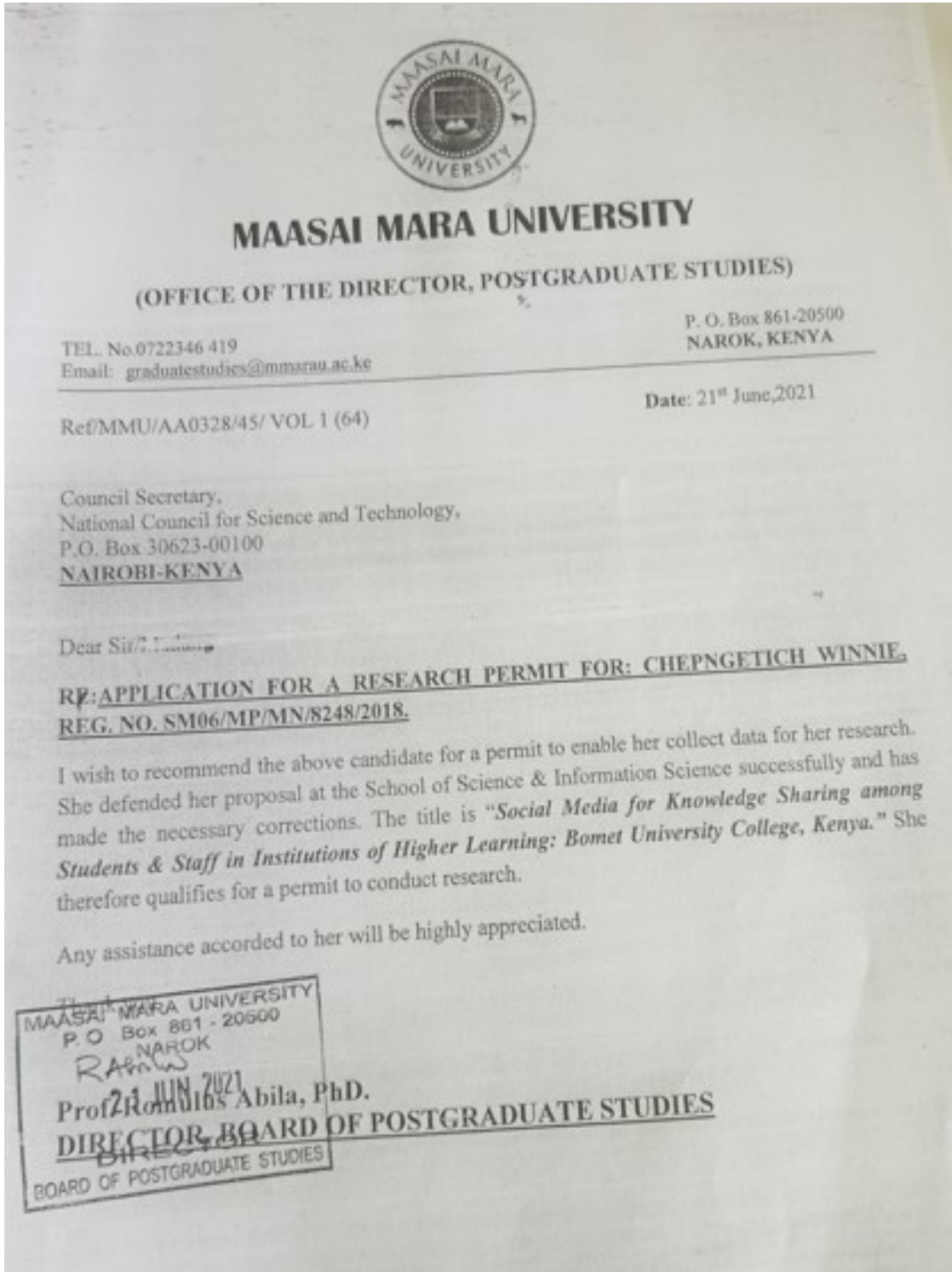
1. Are you currently or have you been a member of any of these social networks? (Facebook, MySpace, Twitter, LinkedIn, 2go, Blogs and Wikis.
2. How many hours per week does the University College spend maintaining the University College Social Media?
3. Do your staff share their knowledge (among themselves and with the students) using the social media?
4. In your opinion, is there a possibility that the social media can create a knowledge-sharing culture?
5. How do students use the social media for knowledge sharing?
6. Do Social media enhance the learning process? If Yes, How?
7. What are the University College policies regarding the use of social media among staff and students?

Thank you


Chepngetich Winnie

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Appendix C: Authorization Letter from Postgraduate Studies




Appendix D: Research License



REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation


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SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: 19/July/2021


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