Routledge
Taylor & Francis Group

Check for updates

Rethinking Academic Library Use of Social Media for Marketing: Management Strategies for Sustainable User Engagement

Kingsley T. Ihejirika[a] (iD), Anne Goulding[b] (iD), and Philip Calvert[c]

[a]Doctoral Student, School of Information Management, Victoria University of Wellington, Wellington, New Zealand; [b]Professor of Library and Information Management, School of Information Management, Victoria University of Wellington, Wellington, New Zealand; [c]Senior Lecturer (retired), School of Information Management, Victoria University of Wellington, Wellington, New Zealand

ABSTRACT

The purpose of this article is to examine key management principles that are crucial for sustainable social media engagement with library customers. To explore these principles, the Strategic Social Media Marketing Framework was applied in interviews to contextualize the management considerations of preselected Nigerian university libraries ($n = 6$) with social media accounts. Interview results reveal that clarity of purpose and adequate planning are lacking in the approach adopted by libraries for social media marketing, yet these are established as essential ingredients for creating and sustaining social media engagement. Against this background, a framework was developed to provide a high-level guide for social media management with both practical and theoretical implications.

Introduction

As academic libraries increasingly adopt social media for marketing, they need to understand how best to use these tools to engage and maintain the interest of their customers. While definitions of social media emphasize their interactive nature, previous studies have shown that students are often unwilling to engage with libraries through social media (Lam et al., 2019; Peñaflor, 2018), preferring more formal methods of communication such as email or virtual learning environments (Burhanna et al., 2009; Chu & Meulemans, 2008). Although there is evidence that students are interested in hearing about library services through social media (Cassidy et al., 2014), it would appear that many academic libraries are not taking full advantage of the capacity of these tools to engage in meaningful dialogue with students and other customers to understand their needs fully and respond appropriately. One of the key factors in successful marketing is the amount, frequency, and quality of information shared between service providers and their customers (Hung & Lin, 2013; Reynolds & Beatty, 1999). This is made possible through concerted management efforts (Peacemaker et al., 2016).

Problem statement

Social media has dramatically changed the way people interact. Academic libraries have recognized that engaging with the customer on social media is a key element of their public relations strategy. However, many struggle to find the optimal way to use these new tools for marketing purposes (Gruss et al., 2020). There are particular concerns that the approaches to social media planning, management, and growth in academic libraries may not align with best practices (Peacemaker et al., 2016), often resulting in ineffective use. The immediate consequence is that engagement, which is one of the core purposes of social media, can remain elusive (Kujur & Singh, 2017). Apart from a few anecdotal evidence of success stories such as those from Montana State University Library (Young & Rossmann, 2015), University of Liverpool Library (Chatten & Roughley, 2016), and University Library Bochum, Germany (Beese, 2019), there seems to be a dearth of reports of formalized strategy in the literature for managing library social media at a high-level. This is the gap that the study reported here hopes to fill. Hence, the purpose of this article is to examine some key management principles that are crucial for sustainable social media engagement with library customers.

Research question

The purpose of the study is to investigate how managerial factors in the university library impact undergraduate students' social media engagement. The research questions designed to support this purpose are:

RQ1: How do university libraries manage their social media?

RQ2: What are the strategic management principles for sustainable social media marketing?

Related literature

Marketing

Scholarly interest in marketing has resulted in myriads of definitions of the term and concept. Over time, these definitions have changed under new social and economic conditions (Nicolau, 2013). A definition commonly cited is that from the American Marketing Association (2007) who see marketing as the activity, set of institutions and processes for creating, communicating, delivering, and exchanging offers that have value for consumers, customers, partners, and society in general. Kotler and Keller (2012), famous thought leaders in marketing, defined it as a societal process by which individuals and groups obtain what they want and need through creating, offering and freely exchanging products and services carrying value. The central ideas in these definitions hinge on the fact that marketing is a process and involves the exchange of values to satisfy needs and wants. To explain the exchange of values, marketing concepts have been proposed by different scholars including the marketing mix (Jerome McCarthy), relationship marketing (Grönroos, 1994), personalized marketing (Dawn, 2014), and word

of mouth marketing (Groeger & Buttle, 2014). This article will focus on the marketing mix and relationship marketing that have attracted the most scholarly attention.

Marketing mix

The marketing mix is the most familiar concept of marketing. It encompasses a set of controllable marketing tools that a company uses to create a desired response in the target market (Tariq, 2014). It is also known as the 4 Ps (Tariq, 2014). The use of the apt and colorful term marketing mix originated with Neil Borden in 1960 when he developed the 12 elements of marketing (Janakiraman, 1998), but credit is given to Jerome McCarthy for coining the 4 Ps by condensing these elements into four (Tariq, 2014) which are:

(1) Product: a tangible object or intangible service that is produced or manufactured and offered to consumers in the market.
(2) Price: the amount a consumer pays for the product or service, usually an economic cost (can be opportunity cost).
(3) Place: the location where a product or service can be purchased and can often be referred to as the distribution channel. This can include physical stores as well as virtual outlets online.
(4) Promotion: the communications that marketers use in the marketplace, including advertising, public relations, personal selling, and sales promotion (Gordon, 2012, p. 122).

Subsequently, Boom and Bitner added 3Ps to the original 4Ps to apply the concept of the marketing mix to the idea of services (Pomering, 2017) and these are:

(5) Participants: the human actors who play a part in service delivery and thus influence the buyer's perceptions. They include the firm's personnel, the customers, and other customers in the service environment.
(6) Physical Evidence: the environment in which the service is delivered and where the firm and customers interact, and any visible component that facilitates performance or communication of service.
(7) Processes: include the service delivery and operating systems and are the actual procedures, mechanisms, and flow of activities by which the service is delivered (Zeithaml et al., 2006, p. 27).

Over the years, different additional marketing mixes have been proposed, such as the 4 Cs, (Janakiraman, 1998), 5 Ps, and 8 Ps (Tariq, 2014), because the initial 4 Ps, as well as the 7 Ps, were considered inadequate for explaining the different dimensions of marketing. In particular, the 4 Cs were developed for service-oriented and nonprofit making organizations (Lombardi, 2010), including libraries. It was developed by Robert Lauterborn (Janakiraman, 1998) and refers to:

• Customer not product: Remain focused on customer value instead of product features by engaging your customer and letting value define the product or service in the marketplace.

- Cost not price: Consider cost, something customers pay instead of price, something you charge by being mindful of the customer's dilemma: limited money and unlimited need.
- Convenience not place: Strive for convenience, not place by going beyond who sells the products and where they are sold. Think about the shopping experience and new ways of connecting with the customers.
- Communicate not promote: Communicate means interacting with customers and building relationships, whereas, promotion is a relic of mass marketing no longer useful in a diverse marketplace requiring targeted marketing (Lombardi, 2010, p. 71).

Other criticisms of the marketing mix have led to a focus on alternative marketing concepts; those particularly relevant to the study reported here are reviewed below.

Relationship marketing

The relationship marketing concept emerged within the fields of service marketing and industrial marketing (Ndubisi, 2007). According to Grönroos (1994), the pioneering proponent of the concept, the aim of relationship marketing is to establish, maintain, and enhance relationships with customers and other partners, at a profit, so that the objectives of all the parties involved are met. He argued that the 4 Ps and the whole marketing mix management paradigm are, theoretically, based on a loose foundation in that the property(ies) or rationale for distinguishing them have never been explicated and they preclude some market-related phenomena. Relationship marketing is built on commitment, trust, communication, relationship quality, relationship satisfaction, and relationship duration (Ndubisi, 2007; Palmatier et al., 2006). These principles can be cultivated through the possibilities that social media offers.

Social media

Social media is a term that frequently occurs in everyday conversations and increasingly in the news of the day. Despite its frequent use in many contexts, the concept and its contents are not clearly defined in the academic discussion (Vuori, 2011). There have been attempts to address this deficiency in definition by some scholars. Table 1 presents three that are academically useful.

The definition by Kaplan and Haenlein (2010) suggests a socio-technical relationship between the essential elements of social media (McIlwaine, 2014). Kietzmann et al.

Table 1. Definitions of social media.

Definition	Reference
Social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.	(Kaplan & Haenlein, 2010)
Social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content.	(Kietzmann et al., 2011)
Social media is used to describe the technologies accompanied by the actions performed by people and enabled by Web 2.0 applications.	(Vuori, 2011)

(2011) extended this definition by adding a mobile-based technological component which is crucial today in social media communication. Vuori (2011) gave a similar definition but with a focus on social media as an action performed by people assisted by technologies. This article will adopt the definition offered by Kietzmann et al. (2011) because it captures the core idea of social media communication which is anchored on interaction and engagement. It also extended other definitions by adding mobile-based technologies which are widespread today.

Types of social media

Categorizing types of social media has been recognized as being more difficult than defining it, given that social media platforms have multiple purposes which can make single classification difficult (Vuori, 2011). Most people wrongly refer to social networking sites as social media. This could be because social networking sites are more widely used. But social media is much more than social networking sites. Even in the literature, some scholars classify social media types by platform names such as Facebook, Twitter, and Myspace (Islam & Habiba, 2015; Kumar & Singh, 2015; Saravanakumar & SuganthaLakshmi, 2012; Sriram, 2016). However, Ngai et al. (2015) offer a more useful classification based on the categorization of social media tools on different platforms. Table 2 gives a summary of this classification.

   All these different social media platforms have been widely acknowledged as useful channels for marketing, and understanding this categorization will enable libraries to effectively plan on how to use them.

Concept of user engagement

The concept of engagement has gained attention in recent years from both practitioners and academics (Brodie et al., 2013). However, it is another concept that is often misunderstood and ill-defined. One of the early definitions of engagement within brand communities refers to it as "consumer's intrinsic motivation to interact and cooperate with

Table 2. Social media classification.

Social media tools	Description	Example
Media sharing sites	Allow users to upload, organize and share multimedia materials with people and/or selected community.	YouTube, Vimeo, Instagram, Flickr
Blogs/microblogs	Allow authors to post their writings or information on the web, hoping someone will them	Blogger, Twitter, Plurk, Tumblr, Weibo
Social bookmarking sites	Allow users collaboratively use tags to annotate and categorize the web contents they found interesting	Delicious, Pinterest, Digg, Foursquare
Virtual/online communities	Allow individuals share specific information and interest through interactive tools on a website.	Lonely Planet, Yahoo Answers
Social networking sites	Allow individuals to build social relationship and interest among friends and acquaintances	Facebook, LinkedIn, Google+
Virtual worlds	Provide computer-simulated environments where people can live in a virtual world	Second Life, Active World, Onverse

community members" (Algesheimer et al., 2005). Since then, the term has been increasingly used in the marketing literature with different context-dependent definitions provided (Cvijikj & Michahelles, 2013). Bowden (2009, p. 68) views customer engagement as a "psychological process" comprising cognitive and emotional aspects. Specifically, the author examines the differences in the engagement of new, as opposed to existing customers. Similarly, Mollen and Wilson (2010, p. 920) describe consumers' engagement as "the cognitive and affective commitment to an active relationship with the brand as personified by a website or other computer-mediated entities designed to communicate brand value" while Vivek et al. (2012, p. 128) define "consumer engagement" as "the intensity of an individual's participation and connection with the organization's offerings and activities initiated by either the customer or the organization."

While the first two definitions and interpretations focus on the emotional and cognitive aspects of engagement, the latter emphasizes specific activity types or patterns. The keywords here are involvement and participation. On online platforms, this form of engagement is commonly referred to as online engagement and is addressed from the perspective of measuring undertaken actions, such as the click-through rates (CTR), page views, etc., with different measures being applied depending on the possibilities offered by the platform (Cvijikj & Michahelles, 2013). Particularly, user engagement with social media refers to the degree to which people are willing to contribute to online conversations with their friends on social media (de Oliveira et al., 2016). This definition focuses on horizontal communication and does not reflect interaction with marketers in organizations.

Engagement on social media platforms, also referred to as online user engagement, has been conceptualized in the literature as both active and passive in nature. Along these lines, Khan (2017) views it as comprising behavioral aspects or click-based interactions (participation) as well as simple content viewing and reading (consumption). Similarly, Men and Tsai (2014) also conceptualized public engagement on social media as a behavioral construct with hierarchical activity levels. These levels range from passive message consumption to active two-way conversation, participation, and online recommendation. These definitions seem to view passive engagement as involving behavioral activities that are focused on consumption such as views and reads, whereas the active dimension is described as participatory, interactive, and dialogic.

In this article, user engagement is viewed as a behavioral activity manifesting either as an active or passive action of a user during the process of communication on social media. However, since, this study seeks to evaluate the dialogic potential of social media to the university library, active engagement will be given primary attention.

Social media marketing in the library context

The library and information profession is currently witnessing a major shift in the mode of information service delivery, particularly in user-librarian communication and interaction (Quadri & Idowu, 2016). Social media as a web-based channel of information dissemination plays an important role in this shift and is rapidly permeating all aspects of library and information services (Quadri & Idowu, 2016). It has the potential to facilitate much closer relationships between libraries and their patrons—wherever

users are based, and however, they choose to learn about and access library services and resources (Taylor & Francis Group, 2014). In the marketing and public relations context, organizations seek to achieve four main objectives through their use of social media: increasing sales; saving costs; aiming at a higher user satisfaction; and improving their reputation and relevance. These objectives have some relevance to the library (González-Fernández-Villavicencio, 2014). A survey conducted by EBSCO among European libraries suggests that primary goals of libraries' social media involvement are maximizing library exposure, modernizing the library image and e-reputation, promoting specific content offers, building discussion groups and collaborative work, reaching a new audience of potential users and publishing library news and press releases (Luo et al., 2013). However, it is largely to be seen if these novel goals have been realized over the last decade of social media adoption in the library.

Theoretical perspective

The Strategic Social Media Marketing Framework (SSMMF) by Felix et al. (2017) is a relatively new contribution to the literature of social media marketing. It suggests that four dimensions are central to the process: social media marketing scope, culture, structure, and governance (see Figure 1 below).

First, social media marketing scope addresses the question of whether companies use social media marketing predominantly for communication with one or a few stakeholders or comprehensively (both externally and internally) as a genuine tool for
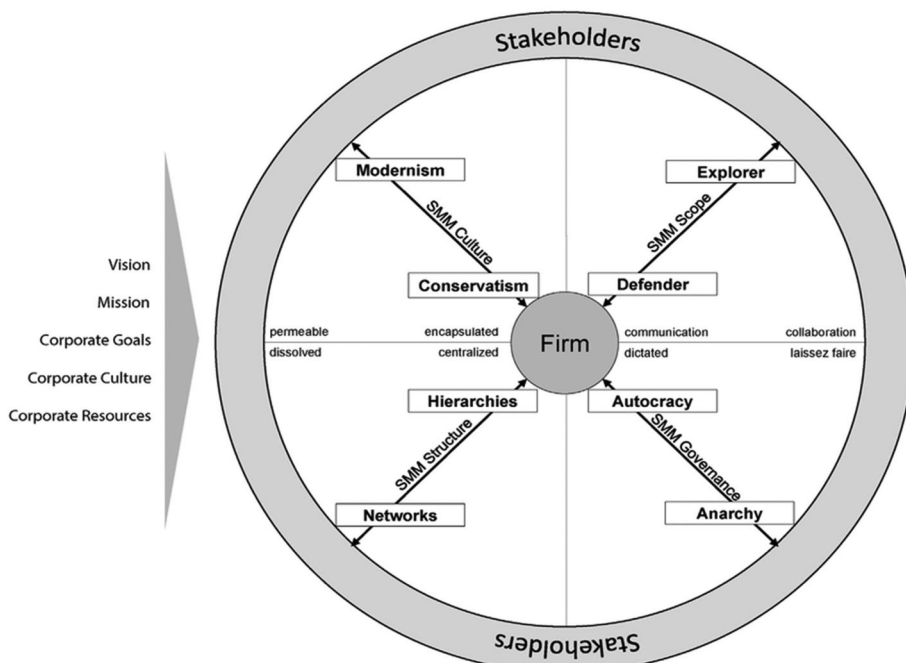

Figure 1. Strategic social media marketing framework. Reproduced with permission from Felix et al. (2017).

collaboration (Felix et al., 2017). Second, social media marketing culture distinguishes between conservatism, represented by an encapsulated, traditional, mass-advertising approach to social media marketing, and modernism, characterized by a more permeable, open, and flexible social media marketing culture (Felix et al., 2017). Third, the social media marketing structure addresses the organization and departmentalization of the social media marketing assignment in the firm. Hierarchies stand for a centralized approach with a clearly defined social media marketing assignee. Networks represent an organizational structure in which all employees are responsible for social media marketing, and thus a dedicated social media marketing director is no longer necessary (Felix et al., 2017). Lastly, social media marketing governance refers to how the company establishes rules and guidelines and how social media marketing responsibilities are controlled in the company. The extreme position of autocracy describes a situation with precise regulations on who in the company is allowed to interact on social media platforms. Conversely, anarchy represents a situation without any such rules or guidelines. These dimensions of social media marketing can be credibly applied in the context of university libraries.

This article is drawn from a larger study which includes a questionnaire survey of undergraduate students, an analysis of libraries' social media posts and, the focus of this article, interviews with library managers. For this last element, the SSMMF dimensions described above informed the instrument devised for data collection which were operationalized through the research questions and are the focus of the discussion below.

Method

The stage of the research on which this article is based adopted a qualitative research design, as appropriate for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of qualitative research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2013).

To explore management strategies for social media, the SSMMF (Felix et al., 2017) was used to contextualize the management considerations of preselected Nigerian university libraries ($n = 6$) with social media accounts. A search of library websites revealed those that use social media. The selection of participant libraries was made based on those who had used social media in the last 3 years from the date of search. Table 3 presents an overview of the universities selected and their population distribution. Using a semi-structured guide, interviews were conducted with librarians ($n = 8$) in charge of these accounts to explore their management attitudes and decisions in relation to social media. The guide consisted of 12 main questions and additional probing questions about the following topics: nature and scope of library social media use, cultural underpinnings of social media use, social media governance, and structure for social media management. The overall perception about library use of social media and the challenges hindering it were also a focus of the guide. The participants were guided by

Table 3. Population distribution.

Name of the University	Year established	Population	
		Library staff	Undergraduate students
University of Ibadan	1975	50	35,000
University of Nigeria	1960	57	36,000
University of Jos	1975	45	25,500
Federal of Technology, Owerri	1980	48	27,000
LAUTECH	1991	37	21,500
Federal University, Lafia	2010	18	5,600
Total		255	150,600

Source: University/library websites.

the researchers to explain their answers when appropriate. (see Appendix for the interview guide).

Originally, the research had purposively selected two librarians from each university library directly involved in social media marketing for the interview, however, when contacted, only eight were available. Of this number, two librarians were interviewed in the first two universities and one from the rest, totaling eight interviews. The interview was conducted face-to-face in three universities and telephone for the other three. Each session lasted for 30 minutes. Telephone interviews were used on the occasions that a face-to-face interview was not possible. The interviewees comprised of five males and three females.

The participants in the interviews were staff of six university libraries purposively selected. Two responded in their capacity as heads of a unit that manage the social media accounts of the library, while two were social media champions (the person who introduced the use of social media in the library) and four as members of a team responsible for managing the library social media. The participants responded to the questions posed based on their experiences with managing social media in the library. They will be referenced in the results section as P1–8, to maintain anonymity.

Prior to the interviews, ethical approval was obtained from the Victoria University of Wellington Human Ethics Committee. A detailed information sheet and a consent form were emailed to the selected study participant who filled and returned them after they were satisfied with the assurances of anonymity and confidentiality of the information they gave. Subsequently, the interviews were transcribed and analyzed manually by reading through them several times, using Microsoft word to identify ideas, themes, and pattern clusters. Ideas from the transcripts and notes made were analyzed and findings are discussed below.

Results

The findings of this study are presented under the themes identified during analysis. These findings relate to the first research question that sought to understand how university libraries manage social media for marketing purposes.

Purpose of social media use

The definition of purpose is central to strategy and instrumental in the effective use of technology. The purpose is, however, not independent of the main goal of the

institution that wishes to adopt the technology. With reference to the Strategic Social Media Marketing Framework (SSMMF), purpose falls under the element of the scope which reflects the intention of an institution for using technology. The scope defines the behavior of an institution with such a technology and also establishes what the institution expects to achieve with the technology. The interviews conducted among librarians reveal that most libraries deployed social media tools with certain intentions and purposes, albeit not clearly defined in most cases. This suggests that most libraries commenced the use of social media owing to the interest of a champion who found a way to convince library senior management of the need to use such tools. However, the evidence suggests that although senior managers allowed social media activity to go ahead, they never showed any interest or faith in its usefulness. This usually resulted in a lack of strategic alignment and goal for the use of such tools; clear evidence of the failure of planning. The evidence suggests that there was hardly any effort by the staff members concerned to work with senior managers to develop a plan that aligns with the overall library plan. If a plan is never in place, then it puts a strain on the sustainability of the use of social media in the library.

In the interviews, a respondent revealed that the library's chief purpose in using social media was to publicize the library website with the intention of increasing traffic flow:

> The library discovered that the traffic on its website was low. The students don't usually go to the website to view posts. It [the library] discovered that the best way to catch our users is to take the library, our website to where they are. As a result, the library created a Facebook account, to make posts which can direct them to the website. (P3)

The purposes discussed above highlight the goals and intentions of most libraries in the adoption and use of social media which are to promote and publicize the library's collection and services. There is also a hint of this in the literature (Brookbank, 2015; González-Fernández-Villavicencio, 2014; Quadri & Idowu, 2016; Sachs et al., 2011), which ultimately affects how other aspects of the management of the library's social media are decided. As indicated above, purpose mirrors the social media Scope of an institution, and viewed from the lens of this element in the Strategic Social Media Marketing Framework, it can be concluded that these libraries are defenders. This is a disposition that seeks to broadcast information via a one-way mode of communication, primarily to inform. This goes against the grain of social media, which is built to stimulate or encourage interaction leading to relationship building, social cohesion, and collective action (Kujur & Singh, 2017). It seems, however, that these libraries are using social media as a limited form of marketing (promotion) and they have not adjusted to the purpose of using social media to reflect the more modern approach to communication and customer engagement.

Governing regulations

The sustainability of any venture clearly hinges on having defined goals, and the processes to be used for the achievement of these goals. It also depends upon having sufficient resources allocated to it, and most early library social media projects were given no resources (Winn et al., 2017). The interviews conducted revealed that internal

governing regulations and/or policies for social media in the sample of libraries were almost non-existent. Among all the participants, only one respondent indicated that a policy was written for the management of social media in the library:

> Initially, the library had a policy, like a proposal which I developed, and I called the team and we contributed to it. This was a long time ago. The library has not updated the document for a long time. In the policy, we identified the social media we ought to be using. We believed that it was not the best to use everything. We identified about 5 as I told you. We also decided to collapse various pages the library had on a single platform into one so that we can be coordinated. We decided on the kind of content to post. (P4)

Other libraries either saw no need for a policy or were seemingly unaware of its importance in their social media marketing activities. Despite the giant strides taken by one library to articulate a policy, it seemed that this effort was fruitless having been spearheaded by only one individual who was given very minimal support from the management. This explains why the policy in the view of the respondent was adopted in name only and had not been updated for a long time. This obviously affects the organization, management, and sustainable use of social media tools. Without a guiding policy, the use of social media will be lacking in direction and often punctuated by arbitrary usage. Challenges that arise with social media communications can be identified and solutions proffered in a documented policy. Put differently, a policy is expected to address the challenges that arise in the process of using social media for marketing purposes. For example, a policy will articulate how a library should respond to customers who use abusive language on its social media page, or how a library can manage comments to maintain engagement. But, when the policy is absent, libraries may struggle to resolve the problems that will occur when these platforms are used. This reflects a state of "anarchy" under the element of Governance in the Social Media Marketing Framework which suggests the use of social media without strategic direction and planning, affecting the quality of decisions made in the future.

The widespread uptake of social media among academic libraries is well documented in the literature (Collin & Quan-Haase, 2014; Phillips, 2011; Taylor & Francis Group, 2014). However, a glaring fact about some of the libraries in this study is that some have lost interest in the use of social media irrespective of the vigor and enthusiasm with which they started. Also, some have abandoned their pages while others complain of lack of engagement with users, similar to developments found in other studies (Canty, 2013; Chu & Meulemans, 2008; Jones & Harvey, 2019). These are issues that could have been easily identified during a careful process of policy formation. It appeared, however, that most libraries jumped at the prospect of social media without carefully examining the pros and cons and without proper documentation which manifests as policy.

Management style

Management style speaks of the way social media is organized and administered in the library and is aligned with the Structure element of the SSMMF. The approach to the management of social media differs from library to library and this is in most cases defined by the library's purpose for using social media and/or its perception about the

use of these platforms. On the one hand, the purpose is a very strong determinant of the management path an institution takes. An example will illustrate this. A library that seeks to use social media as a tool to build customer confidence in its staff and services will deliberately adopt a management style aimed at realizing that purpose, that is, it is likely to be democratic/consultative in its approach. In addition, a library's perception of what social media is and should be used also directly affects the way it organizes it. Perception may also impact on management style. For instance, if a library perceives social media as a tool that should be leveraged because it simply wants to get the word about its resources and services out, it is most likely that this library may adopt a laissez-faire management style.

Insights from the interviews suggest that management decisions revolve around personnel, training, and departmentalization. First, the personnel involved with social media operate either as a team or through a solo effort. Two of the 6 libraries investigated operated their social media activities as a team, while others had an individual who maintained the library's accounts. The excerpt below is the evidence:

> There is no one specifically in charge. But as a team, we work together from time to time. We draft a post, or someone can make a post and another person goes to check and see if the post can be modified within the shortest period of time it was made. (P8)

The implications for management are considerable because social media requires a constant presence, and this makes demands on staff time. Given that most librarians who are assigned to manage social media account(s) for the library will have other responsibilities, the time and energy required for this task may be lacking. It may also be difficult to deploy innovative techniques for managing library social media, leading to a negative outcome contrary to the one the library seeks to achieve. It is evident that social media marketing requires the dedication of time and effort if tangible results are to be realized. It is not a one-off activity. It requires constant monitoring and coordination (Chatten, 2017).

Second, training is also a key component of management. In relation to social media, training is instrumental for grasping the ever-changing behavior and needs of users and the possible ways of relating to them. It is, however, striking to note that that the libraries investigated seldom carried out any form of training for staff involved in social media marketing. This may be due to an erroneous view which was conveyed by one of the respondents:

> Managing a social media platform, anybody who is interested in that line and has a good command of English Language can do that. It doesn't require anybody who has a specialized skill. (P5)

It is possible that this view is borne out of the perception that social media is simply a tool for "getting the word about us" out to the public. This is very conservative and also neglects the importance of skills for sustaining interaction with the myriad of users who may use the library's social media account. In addition, technical knowledge of some functionalities of these platforms would help to appropriately manage it. This is something that can be gained through training.

Third, departmentalization of social media operations and management seemed to be the desired goal among librarians interviewed, but it has not materialized. From the

views expressed, the creation of a social media unit in the library would help to channel the interest and efforts of those in charge in a direction that is uninterrupted by other responsibilities. Alternatively, a matrix structure featuring staff working in two units where one would be designated as a social media unit and the other as a reference unit may prove useful in addressing the concerns raised by this interviewee:

> There is a great challenge that I am facing here. I have suggested to the library management to create a social media unit. Now, I am in the reference section and other people in the team are in different sections. The jobs we do in the library don't allow us to do the social media thing. (P7)

The practice in some of the participating libraries was to assign those who work in the virtual or e-library the responsibility for managing social media, as they were assumed to possess the requisite skill set for that role. A respondent narrated an incident where he created a unit, but his colleagues in other departments ridiculed and mocked him to an extent that discouraged him from pursuing his aim of strategically managing the library social media. This is a challenge that will likely be addressed if the management has the will to develop a policy that clearly articulates the structure of library social media. This perspective reflects the social media marketing structure element of the SSMMF which addresses the organization and departmentalization of social media marketing in the library. It appears that the structure of the organizations in this study was tilted toward the hierarchal dimension. This is because social media marketing was not the responsibility of all library staff, but some individuals were assigned the role. However, in some cases, role assignment was not clearly defined which affected the dedication and accountability of the assignee(s). This could probably explain why some libraries had either abandoned their social media accounts or were using it solely as an avenue for occasionally posting promotional information which is unlikely to engage the library customers.

Communication patterns

The communication patterns of the library refer to the manner of information exchange between the library and its customers or market audience. Communication is the principal reason and thrust for the uptake of social media by most libraries. Within the context of SSMMF, communication reflects the cultural stance of an institution that determines the approach it adopts in interacting or reaching out to its customers. The interviews revealed a varying perspective on this. Suffice it to say that the communication approach of most of the libraries tended toward traditional mass advertising and one-way communication. This is reflective in the comments by the respondents as to what they did with social media. Most libraries adopted the tools for information dissemination:

> The library makes posts on the use of the library or the issue of library registration. At the moment, the university is in the exam period, but students still come in for library registration, so the library have to do a post concerning that, asking students to come next session for another round of library registration. I know we had an awareness campaign on the use of e-resources. The library needed to inform its patrons concerning that, so it did a post in that regard so that students can know that we have these databases. (P6)

This prevailing approach is unlikely to encourage the extended use of social media for a two-way interaction executed through careful planning and implementation. This can be traced to the original purpose or intention for the adoption of social media. Hence, for many of the librarians in this study, there is a need to revisit this main purpose.

There were some, albeit minimal, efforts made by some of the libraries to facilitate customer engagement, but the interviews reveal that they were mainly attempting to provide responses to the inquiries made by the customers and in some cases not given immediate attention owing to some challenges raised by the librarians. One librarian explaining why there was minimal interaction on their social media said:

> Maybe because the library doesn't respond on time. Okay, one person might be on leave and the other would not have all the time in the world. It's not all the library's fault though, data and internet connection contribute to it as well. (P7)

There were also occasions when the library solicited engagement from the users through awareness creation, aimed at letting the users know that the library has a presence on social media. These efforts seemed to have yielded minimal results because they were not backed up with consistent actions such as making creative and attractive posts, quick responses to users, and taking advantage of users' interests to foster engagement. Ultimately, this pattern is anchored on the culture of conservatism that relies on the traditional mass advertising approach to communication. This is antithetical to the idea and goal of engagement through social media.

Post content

Post content is a direct outcome of the communication agenda or posture of the library. It is analyzed separately here because the type of social media post is a major determinant of the reaction that a library stimulates in the users. Post types capture the message a library seeks to convey. It also reflects the intention of the library. Based on the data from the interviews, it is clear that most post types were basically about library resources and services as well as information about the library's parent institution.

> The main contents were about the daily activities of the library like workshops majorly. Workshops organized by the library and those organized by the university, then the institutional repository. Any new entry the library makes, it put them up on Facebook and other accounts. (P7)

In line with this, this type of post was perceived by the librarians in charge of social media as ineffective, as they failed to get the desired reaction and feedback from the users. This gave rise to the need to change the type of post or introduce elements that, it is hoped, will achieve far-reaching results.

> More recently the library has started posting video clips and also information on the new arrival of books. (P7)

Some librarians believed that making appealing posts could achieve better results. However, the issue of posting on social media is not simple. It is a matter that requires careful planning and deployment of appropriate skills. These points should be clearly outlined in a strategy, the absence of which may lead to the arbitrary use of social media by the library or over-reliance on external sources such as posts from other pages

or accounts to populate the library account. This concern was expressed by one of the respondents:

> As it is now, it seems the library doesn't have a particular direction, but it is trying to strategize and see that things work more efficiently especially when it comes to content generation. (P8)

The strategy should determine the most effective post contents, the person responsible for making the posts, and the regularity of posting in order to achieve the best connection to the target audience.

Engagement features

Engagement is a crucial part of social media communication. It creates and sustains the attribute of a two-way conversation. Engagement features in this context comprise the outlook of the parties involved in social media communication and the stimuli that are put in place to cultivate and ultimately drive engagement. The outlook is simply the attitude of either the library or the customer with respect to interactive exchange on social media. The interviews reveal that most of the libraries were positive about this form of exchange. One respondent explicitly mentioned this:

> The library was looking at social media as a place that require constant presence and engagement. It doesn't need to wait for things to happen. It can actually put up posts that can engage people and make them see the library. (P8)

The above quote is quite revealing. However, an investigation of the library's posts on social media will likely reveal more to either support or refute the claims made by the interview respondents. There were also a few instances where respondents alluded to the view that they do not care about engagement on social media.

> The major focus was to advertise and showcase the library; to let people know that the library is in existence. The library doesn't even bother about the response of students. (P4)

This reflects a conservative culture and approach to the use of social media for communication. This may be the unspoken stance of many libraries using social media that may hinder a sustainable use of these platforms as revealed by respondent P4 in the following comment:

> The main contents generated within the library are library news, news releases and so forth. Overtime, the library has not been consistent with that. The main content now as you see is whenever something is posted on the university social media account, the library reposts it on its Facebook and also on its Twitter account. The library follows the Vice Chancellor on Twitter. He is very active on social media and whenever he posts something, the library also reposts it. It doesn't really generate information as it used to. (P4).

Correspondingly, the attitude of students toward the library also matters in the process of social media engagement. Apathy was mentioned as a possible hindrance to student engagement. This idea was conveyed by a respondent who said:

> It hasn't been encouraging. Because the library doesn't know if they see it as something connected with their academic work. They are still thinking it is a serious thing and would hardly engage. But, if it is something that is more social, you will see 22,000 likes. (P1)

This view of apathy about library social media from students gives some credence to the concerns expressed by Jones and Harvey (2019) who allude that their findings confirm that libraries in the education sector are indeed struggling to foster interest in their social media activities. Nevertheless, institutions have in the past found a way to change the attitude of customers toward their products and services through engagement on social media (Kujur & Singh, 2017). Going by the views of the respondents, it appears that very minimal effort has been made in this direction as the following quotes reveal:

> To be sincere with you, there are some weeks the library may make up to 4 or 5 posts and there are times it may make not even one. (P4)

> The library has not done anything thus far and much depends on the person handling the social media account of the library to continue to make sure that the chain of communication is not broken. (P1)

> It can be put on a scale of 1 to 10. Averagely, it's just 5. Because I am the only person handling it at the moment and I have other things to do. I don't do a lot as at when I am supposed to. From last year, I have not really done much. (P5)

For those libraries that made more of an effort, the idea of stimuli came through as a way of motivating undergraduate students to engage with them on social media.

> The library has done it through the use of things like hashtags or, like I told you about, images; the posts with images getting more reactions. It uses images where possible to try and get students' attention. It uses emojis also which of course help in engagement and make posts more interesting. (P7)

It is possible that the target audience will respond to cues that seek to stimulate their interest. This can be ascertained from the data gained from another element of this study—the questionnaire survey of undergraduate students.

Discussion

The main goal of this research was to understand how university libraries manage their social media and to uncover best practices for sustainable social media engagement. The results above suggest that goal/purpose definition is essential for the integration of social media into the overall mission and vision of the university library. Without a well-defined purpose, inappropriate and poorly oriented use is almost inevitable, and that was the prevailing trend among the university libraries in the study. Previous studies have emphasized that a clear goal is vital for the successful implementation of social media technology (Adams, 2013; Brookbank, 2015; Ngai et al., 2015; Peacemaker et al., 2016; Zhang et al., 2018), but the interviews of librarians in the selected universities clearly revealed that social media goals are not defined from the onset. A clear goal also needs to be supported and implemented through effective regulation and adequate communication to ensure that all staff understands the purpose of social media within the library and how to achieve it.

In addition, the results reveal the mode of organizing social media and the trends of communication. First, most of the libraries in the study favor the structure of hierarchies, albeit loosely organized. Interviews reveal that most of the libraries assign the management of social media to one or two people. These librarians often complain of

lacking time to manage the library's social media accounts adequately. What this means is that these accounts are hardly attended to, inhibiting a continued library presence on the media, which could jeopardize its engagement possibilities. Second, communication is a crucial element in libraries' marketing activity. It plays a critical role in the implementation of the marketing mix principles: product, promotion, place, and price. For instance, through extensive communication, libraries can ascertain the type of physical or electronic resources that their customers want (product), while creating awareness of the ones that are already available (promotion). Also, through communication, libraries save customers the time they would have invested in information seeking (price) while gaining insights on the appropriate place they (customers) would rather be or seek information (place). How communication is executed differs from library to library.

An important communication pattern was through the post contents. Post contents are the right tools for creating a library voice. Content that is interesting and unique will have more likelihood of being shared, liked, commented on, favored, and retweeted (Rossmann & Young, 2015). It is the motivating factor driving engagement. With well-crafted posts, libraries can attract and maintain the attention of their audience. However, monotonous posts will have a negative impact and may prove counterproductive. This is the sad reality of most of the university libraries' posts in this study with interviews revealing that from the onset, most post types were basically about library resources and services as well as information about the library's parent institution. This seems to reflect the traditional marketing view of largely unidirectional promotion formed through familiarity with mass advertising. It is then obvious that the libraries investigated have some missing links in their management of social media. This forms the basis for the proposed framework discussed below.

Social media management principles

Based on the results and discussion above, this article is proposing a framework for managing social media in the library context. This attempt is a response to the second research question. Ideas from both the literature and the interview finding have contributed to this framework titled Sustainable Library Social Media Marketing Management (SLSMM). Explanation of the framework is based on the structure proposed by Whetten (1989): "what," "how" and "why." "What" is a description of the factors in the framework, "how" their relationships, and "why" the underlying psychological, economic, or social dynamic that justifies the elements selected (Whetten, 1989).

The "what"

Plan
Planning is essential in social media marketing management. It is a critical factor that shapes the tone and nature of other management actions in the social media marketing process. It helps create a valuable blueprint for aligning goals and strategies. Under "plan," purpose definition and policy formulation are necessary attributes for successful practice.

Define purpose. At the purpose definition stage, the library management aligns its proposed goals for social media to the corporate vision and mission of the library, and most significantly, with the parent institution. A technical understanding of the social media mechanism is crucial at this stage to achieve a conflict-free integration of existing marketing channels and the proposed adoption of social media. The management also determines the target audience. This is important because the nature of the audience influences the social media content and the voice that the library would like to project. However, consultation with the target audience is required to understand their needs and preferences, such as the choice of social media platform (Facebook, Twitter, Snapchat, Instagram, among others), the content of posts, types of posts (videos, images, and texts), etc. These considerations position the library to adopt social media from an informed standpoint rather than being based on experiments and assumptions.

Policy. The planning dovetails into the policy for social media marketing. The policy is instrumental for stability, especially when considering the volatility of social media spaces that often can be characterized by firestorms (a backlash or negative feedback from social media users). The policy will specify the things to be done and who should do them. A typical policy would contain purpose and scope, target audience, disclaimer, privacy, and confidentiality information, staff responsibilities, best practice guideline, clearly defined acceptable behavior, clearly defined consequences, and possibly customer recourse (American Library Association, 2018). The policy is a critical tool in the management's decision-making process, offering limits, and a choice of alternatives. It enables management to streamline internal processes and not leave social media marketing to chance. While the format or structure of policies may differ based on libraries' context and background, some of the contents already identified would be relevant in most settings.

Organize

Organize' is the second stage in the process of social media marketing. It consists of management decisions about social media personnel and the attribute of engagement. Within the scope of "organize," structure and engagement are two essential attributes worthy of consideration.

Structure. Structure in this context refers to the organizational arrangement or staffing for the management of social media. There are two possible structures; networks and hierarchies. While networks suggest a mechanism where all staff members are responsible for social media management, hierarchies denote the assignment of such a task to one or more people in the library. The choice of the structure might be dependent on the size of the library. It would seem appropriate for a large library to assign the management of social media to a team that takes responsibility for how the library is presented to its customers. A smaller library with a few staff could prefer to share the burden of social media management among all the team, though all must be given the time to devote to social media work. Structure aligns with the stated purpose for using social media, with personnel trained to gain an excellent working knowledge of the digital world of social media and develop a flair for composing interesting content and

exercising good judgment (Levesque, 2016). The structure sets the context for policy implementation, creating favorable conditions for customer engagement to thrive; roles within the structure are designed to create and manage posts that get better engagement.

Engage. Engagement is a crucial attribute of social media communication that is management driven. Its presence or absence is indicative of either excellent or poor social media marketing practices (Al-Daihani & Abrahams, 2018). Engagement consists of deliberate management efforts that seek to galvanize the dialogic potential in social media tools. It is realized by motivating a positive perception and the corresponding actions of the personnel involved in the library social media aimed at establishing two-way communication with the library customers that is characterized by interactions, collaboration, and networking. Guided by policy, library management determines the reach of social media, content type, language, and frequency for posting content. By extending the social media reach, a community of networks that librarians can leverage for interaction and relationship building is established. Likewise, content attributes such as the language of posts, features of posts, and the frequency of posting can attract the attention and response of the intended audience. The language of social media posts could be formal or informal, depending on what appeals to the audience (which will be discovered by evaluation, as discussed in the next section).

Studies have shown that posts with multimedia content have the potential to receive more user engagement (Al-Daihani & Abrahams, 2018; Joo et al., 2018), especially when strategically used. Management plays a vital role here in providing or approving the multimedia posts the library makes. Also, there are many opinions about the optimum regularity and timing of posts. However, library management may decide its rule of thumb on timing depending on what works for it. These factors acclaimed in the literature to be game-changers (Alawadhi & Al-Daihani, 2019; Peñaflor, 2018; Ramsey & Vecchione, 2014) are designed and guided by the library management to maintain a consistent social media marketing approach in the library while delivering the value of engagement. It is noteworthy that Felix et al. (2017) elaborately described the structure of social media marketing, but less attention was given to the aspect of engagement. This current study provides an extension of their work by revealing the centrality of engagement as a factor that potentially delivers value to both profit and nonprofit organizations.

Evaluate

Fostering a culture of evaluation will help a library stay on top of its social media management game (Watson, 2017). At this stage, two key activities are carried out by the library management; evaluation of social media data and the social media marketing process.

Data. Data is a crucial component of social media marketing. It contains the information generated by activities of the library or users on social media. Through data evaluation, insights are gained about trends, and social media use history and habits. In this context, data evaluation comprises activity metrics, audience metrics, and engagement

metrics. The activity metric is the number showing the amount and variety of posts made over a period such as the number of texts, videos and images. It enables the management to determine the optimum regularity of posts based on target-audience preferences, with the view of either consolidating or improving it. The audience metric showcases the pattern of audience growth in the library's social media. Examples are Facebook followers, Twitter followers, YouTube subscribers, and many more depending on the platform the library has adopted. This kind of metric provides evidence of growth that enables library management to evaluate its social media reach and deal with areas where growth has slowed, either by putting in more resources to stimulate growth, or to withdraw resources to allow that part of its social media program to wither.

The analysis of the engagement metric has recently gained more prominence due to the increasing emphasis on user engagement. It measures the activities of people on the library's social media channels, such as shares, likes, reactions, and comments on a Facebook post, retweets on a tweet, Pinterest post repins, likes on a YouTube video, among others. There are a few methods proposed in the literature for determining engagement metrics. These metrics are convenient for constantly evaluating areas in which the library needs to improve. This can be achieved by mapping posts that have generated the most engagement. Insights can also be gained into the responsive behavior of the library target audience through the examination of the metric. For example, an examination of the likes, comments, shares, and reactions on a Facebook post about a popular event in the library would reveal the target audience's expectation, appreciation, or outright disinterest. Information such as this could be valuable to the library for improving the content of the event and highlighting the posts that audience engages with the most. Besides, the insights gained from data evaluation when compared with external data could help a library to realize that it is on the wrong platform. For instance, if external data, such as national surveys of social media use, indicate that students mostly use Instagram, metrics evaluation compared with this data might suggest that Facebook is an ineffective platform to reach them.

Process. The management process consists of other factors and attributes earlier discussed (purpose, policy, structure, engage, and data). The process is intrinsically linked, with its component parts flowing from one into the other, suggesting a cyclical progression of the management attributes. At this stage, the entire process of social media marketing is evaluated to decide the impact the management decisions made earlier have had on the goals outlined from the onset. It is a stage of reflection during which the experiences and lessons learned from other elements are carefully examined. This evaluation could potentially result in a redefinition of purpose and adjustment of other attributes. Process evaluation allows management to revisit the library goals on social media, underscoring the things that worked well and those that did not. They could potentially alter the structure element and make deliberate adjustments in the policy to accommodate changes that would deliver better outcomes.

It is noteworthy that the "evaluate" factor is a significant contribution in the framework representing an extension of the work of Felix et al. (2017) that identified the

variable factors describing the state of social media management. However, the addition of "evaluate" provides the opportunity for a library's managers to consider the suitability of its current social media marketing activity and make necessary changes. For instance, if a library is given to unidirectional promotion, the insights gained from evaluating the responses of the target audience could spur it into adopting two-way communication to increase interaction.

The "how" (factor relationship)

The relationship among these factors is represented in Figure 2, which illustrates how each factor is linked to the other. Within the framework are overarching factors namely, plan, organize, and evaluate. Plan features attributes such as purpose and policy that are critical requirements at the onset of social media management. They can be described as the ideation stage that maps the strategy for the course of action. With the purpose clearly defined, and policy formulated, a solid foundation is established paving the way for the organizing stage. Organize is divided into two attributes that are independently managed, yet intrinsically connected. The structure is decided based on already defined goals and established in line with the responsibilities detailed in the policy. It stipulates the nature and pattern of personnel formation for social media management. These personnel are then guided by management to take deliberate actions to engage with the target audience of the library's social media marketing. The structure ultimately determines the administrative arrangement that could potentially promote thriving engagement, such as the personnel committed to engagement and teams collaborating to drive the management inspired goals.

More so, the extent and value of engagement are determined through constant evaluation. The evaluate factor features data and process. Day-to-day operational activities mean that data evaluation directly affects the engage attribute, but this association is not included in the framework, which is focused on high-level management. However, the process attribute suggests the evaluation of the whole cycle or stages of marketing, to make improvements or changes on the purpose, policy, structure as well as posts content designed to get engagement (more explanation below). These activities are iterative in a cyclical way.

The logic of the connection loop in Figure 2 is that library social media management, being the defining factor, triggers the decision to plan, organize, and evaluate. While the planning stage sets the groundwork for a solid foundation, the organizing phase builds on this foundation with corresponding decisions and actions. Then, the evaluation stage is a review of the impact of all the entire stages. Given that "data" is the tangible result of the other management decisions, it is evaluated to determine what could be changed or done differently. The lessons learned at this stage stimulate the evaluation of the entire process. This explains why "data" is given a prime place under the "evaluate" factor.

The connection loop from the "evaluate" factor to the "plan" factor implies that purpose may be redefined, and policy updated. For instance, if the results of the data evaluation show a reasonable acceptance of the library's presence on social media, it (the library) may decide to expand its audience to include users that the library did not originally intend to reach. Likewise, evidence of slow acceptance may prompt the library to revisit its goals on selected platforms. The evaluation of the experiences with the use
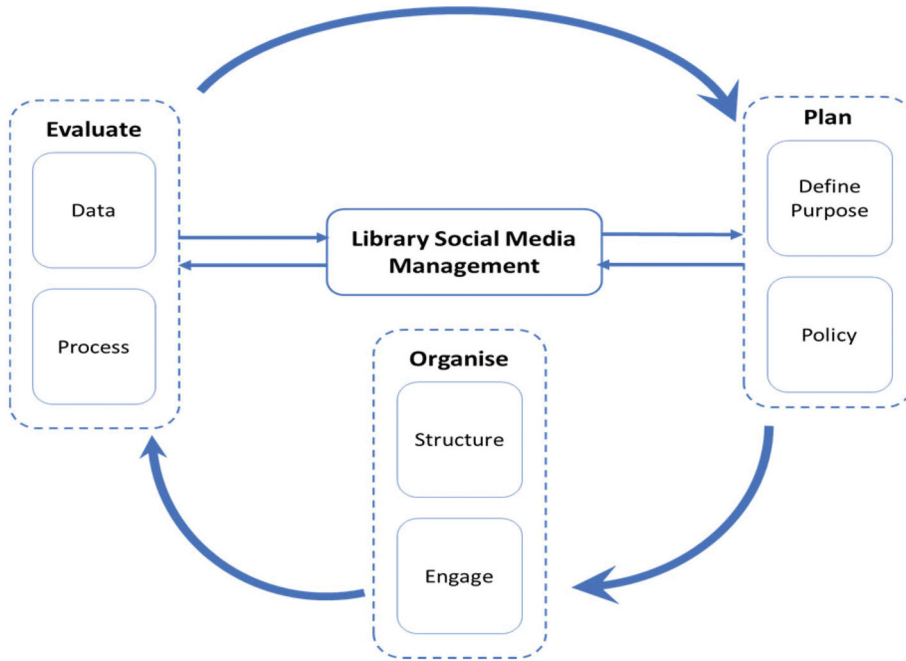
Figure 2. Sustainable library social media marketing management.

of social media can also inform the addition of elements to the policy to guide smoother operation. This may also affect the structure, and ultimately, the engagement decision of the library. In other words, to realize sustainable social media engagement, the results of this study confirm that these linked factors would likely improve prevailing practices in libraries.

The "why" (factor selection)

Given that the proposed framework attempts to model the management factors for social media marketing, organizational requisites such as goal definition, policy formulation, structure, and evaluation are crucial elements. As Figure 2 illustrates, library social media management is the defining factor that glues together the other factors. Hence, purpose, policy, structure, engage, data, and process evaluation are aimed at delivering effective and seamless library social media marketing management.

The importance of these factors and attributes have been explained. However, a critical question to ask is; what happens if a factor or attribute is missing? In ideal circumstances, some libraries may well be able to implement all the factors discussed, but there could be others that may leave out a few attributes. Omitting some attributes may have a negative influence on the overall effectiveness of management efforts. At the planning stage, the absence of purpose would immediately impact other management activities as there will be no basis to formulate guidelines or implement structures that facilitate social media marketing. In the same vein, if a policy is missing, then the

library could risk an erratic and unregulated use of social media. This implies that they could adopt or abandon social media platforms at will. Staff resources will be used for ineffective activities. Customers may gain a negative perception of the library.

On the organizing factor, the absence of the structure attribute would imply that anyone in the library could create a social media page and post contents randomly without any form of supervision. This is a recipe for chaos and would be counterproductive to the marketing objective of the library as the target audience may perceive the contents they see as lacking unity of voice and form. On the other hand, the absence of the "engage" attribute would defeat the overall communication aim of the library on social media. More so, the value of such communication cannot be enjoyed by the library.

On the evaluate factor, the absence of data attribute robs the library the opportunity to understand how its post contents were generally received, primarily based on the rate of engagement and direct comments. Similarly, the absence of the process attribute would imply that there would not be a process evaluation. Hence, libraries may repeat past mistakes in the use of social media, weak spots in the process could be missed and may ultimately lead to dysfunctional management. From the discussion above, it is noteworthy that the factors and associated attributes are interconnected and complement each other for effective management.

Study limitations

This study has a couple of limitations. First, this study was conducted in Nigeria and there could potentially be some cultural nuances to the adoption of social media in the university libraries studied which could impact the generalization of the data. Second, although, it is not uncommon to use a small number of participants in a qualitative study, this may also affect the generalizability of the results.

Conclusion

When the interview data were analyzed using the SSMMF framework, it revealed several weaknesses in the way the participating university librarians were managing the use of social media. Generally, the libraries had little strategy or policy for social media. They tended to focus on disseminating information rather than trying to engage students in dialogue. This suggests that university libraries need to think more carefully about how to use social media for marketing. The insights from the interview data as well as ideas from the literature were used to develop a framework for sustainable engagement in library social media marketing which can assist libraries in considering how they apply social media for engaging with their key stakeholders. The factors outlined in the framework would be useful to both academic and non-academic libraries and other information organizations seeking to manage social media at a high-level administrative arrangement.

ORCID

Kingsley T. Ihejirika [iD] http://orcid.org/0000-0002-8051-791X
Anne Goulding [iD] http://orcid.org/0000-0001-7961-5873

References

Adams, R. (2013). Blogging in context: Reviewing the academic library blogosphere. *The Electronic Library*, *31*(5), 664–677. https://doi.org/10.1108/EL-05-2012-0054

Alawadhi, S., & Al-Daihani, M. (2019). Marketing academic library information services using social media. *Library Management*, *40*(3–4), 228–239. https://doi.org/10.1108/LM-12-2017-0132

Al-Daihani, S. M., & Abrahams, A. (2018). Analysis of academic libraries' Facebook posts: Text and data analytics. *Journal of Academic Librarianship*, *44*(2), 216–225. https://doi.org/10.1016/j.acalib.2018.02.004

Algesheimer, R., Dholakia, U. M., & Herrmann, A. (2005). The social influence of brand community: Evidence from European car clubs. *Journal of Marketing*, *69*(3), 19–34. http://www.jstor.org/stable/30162054

American Library Association. (2018). *Social media guidelines for public and academic libraries*. http://www.ala.org/advocacy/intfreedom/socialmediaguidelines

American Marketing Association. (2017). *Definition of marketing*. https://www.ama.org/the-definition-of-marketing-what-is-marketing/

Beese, N. (2019). Marketing the library using social media platforms: The experience of the University Library Bochum, Germany. *International Information and Library Review*, *51*(1), 36–41. https://doi.org/10.1080/10572317.2019.1568778

Bowden, J. L. (2009). The process of customer engagement: A conceptual framework. *Journal of Marketing Theory and Practice*, *17*(1), 63–75.

Brodie, R. J., Ilic, A., Juric, B., & Hollebeek, L. (2013). Consumer engagement in a virtual brand community: An exploratory analysis. *Journal of Business Research*, *66*(1), 105–114. https://doi.org/10.1016/j.jbusres.2011.07.029

Brookbank, E. (2015). So much social media, so little time: Using student feedback to guide academic library social media strategy. *Journal of Electronic Resources Librarianship*, *27*(4), 232–247. https://doi.org/10.1080/1941126X.2015.1092344

Burhanna, K. J., Seeholzer, J., & Salem, J. (2009). No natives here: A focus group study of student perceptions of Web 2.0 and the academic library. *The Journal of Academic Librarianship*, *35*(6), 523–532. https://doi.org/10.1016/j.acalib.2009.08.003

Canty, N. (2013). Social media in libraries: It's like, complicated. *Alexandria: The Journal of National and International Library and Information Issues*, *23*(2), 41–54. http://www.goscl.com/survey-reveals-librarians-second-only-to-doctors-in-publics-trust/

Cassidy, E., Colmenares, A., Jones, G., Manolovitz, T., Shen, L., & Vieira, S. (2014). Higher education and emerging technologies: Shifting trends in student usage. *The Journal of Academic Librarianship*, *40*(2), 124–133. https://doi.org/10.1016/j.acalib.2014.02.003

Chatten, Z. (2017). Making social media work: Finding a library voice. *Insights the UKSG Journal*, *30*(3), 51–61. https://doi.org/10.1629/uksg.374

Chatten, Z., & Roughley, S. (2016). Developing social media to engage and connect at the University of Liverpool Library. *New Review of Academic Librarianship*, *22*(2–3), 249–256. https://doi.org/10.1080/13614533.2016.1152985

Chu, M., & Meulemans, Y. N. (2008). The problems and potential of MySpace and Facebook usage in academic libraries. *Internet Reference Services Quarterly*, *13*(1), 69–85. https://doi.org/10.1300/J136v13n01_04

Collin, G., & Quan-Haase, A. (2014). Are social media ubiquitous in academic libraries? A longitudinal study of adoption and usage patterns. *Journal of Web Librarianship*, *8*(1), 48–68. https://doi.org/10.1080/19322909.2014.873663

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

Cvijikj, P. I., & Michahelles, F. (2013). Online engagement factors on Facebook brand pages. *Social Network Analysis and Mining*, *3*(4), 843–861. https://doi.org/10.1007/s13278-013-0098-8

Dawn, K. S. (2014). Personalised marketing: Concepts and framework introduction and rationale of the study. *Productivity*, *54*(4), 370–377.

de Oliveira, M. J., Huertas, M. K. Z., & Lin, Z. (2016). 'Factors driving young users' engagement with Facebook: Evidence from Brazil. *Computers in Human Behavior*, *54*, 54–61. https://doi.org/10.1016/j.chb.2015.07.038

Felix, R., Rauschnabel, P. A., & Hinsch, C. (2017). Elements of strategic social media marketing: A holistic framework. *Journal of Business Research*, *70*, 118–126. https://doi.org/10.1016/j.jbusres.2016.05.001

González-Fernández-Villavicencio, N. (2014, October 01–03). *The profitability of libraries using social media* [Paper presentation]. International Conference on Technological Ecosystems for Enhancing Multiculturality, Salamanca, Spain.

Gordon, R. (2012). Re-thinking and re-tooling the social marketing mix. *Australasian Marketing Journal*, *20*(2), 122–126.

Groeger, L., & Buttle, F. (2014). Word-of-mouth marketing towards an improved understanding of multi-generational campaign reach. *European Journal of Marketing*, *48*(7–8), 1186–1208. https://doi.org/10.1108/EJM-02-2012-0086

Grönroos, C. (1994). From marketing mix to relationship marketing: Towards a paradigm shift in marketing. *Management Decision*, *32*(2), 4–20. https://doi.org/10.1108/00251749410054774

Gruss, R., Abrahams, A., Song, Y., Berry, D., & Al-Daihani, S. M. (2020). Community building as an effective user engagement strategy: A case study in academic libraries. *Journal of the Association for Information Science and Technology*, *71*(2), 208–220. https://doi.org/10.1002/asi.24218

Hung, K., & Lin, C. (2013). More communication is not always better? The interplay between effective communication and interpersonal conflict in influencing satisfaction. *Industrial Marketing Management*, *42*(8), 1223–1232. https://doi.org/10.1016/j.indmarman.2013.05.002

Islam, M. M., & Habiba, U. (2015). Use of social media in marketing of library and information services in Bangladesh. *DESIDOC Journal of Library & Information Technology*, *35*(4), 299–303.

Janakiraman, M. (1998). Marketing mix in the context of library & information products & services. *DESlDOC Bulletin of Information Technology*, *18*(3), 11–19.

Jones, M. J., & Harvey, M. (2019). Library 2.0: The effectiveness of social media as a marketing tool for libraries in educational institutions. *Journal of Librarianship and Information Science*, *51*(1), 3–19. https://doi.org/10.1177/0961000616668959

Joo, S., Choi, N., & Baek, T. H. (2018). Library marketing via social media: The relationships between Facebook content and user engagement in public libraries. *Online Information Review*, *42*(6), 940–955. https://doi.org/10.1108/OIR-10-2017-0288

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, *53*(1), 59–68. https://doi.org/10.1016/j.bushor.2009.09.003

Khan, M. L. (2017). Social media engagement: What motivates user participation and consumption on YouTube? *Computers in Human Behavior*, *66*, 236–247. https://doi.org/10.1016/j.chb.2016.09.024

Kietzmann, J. H., Hermkens, K., Mccarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, *54*(3), 241–251. https://doi.org/10.1016/j.bushor.2011.01.005

Kotler, P., & Keller, K. L. (2012). *Marketing management* (14th ed.). Pearson Education Limited.

Kujur, F., & Singh, S. (2017). Engaging customers through online participation in social networking sites. *Asia Pacific Management Review*, *22*(1), 16–24. https://doi.org/10.1016/j.apmrv.2016.10.006

Kumar, A., & Singh, K. P. (2015). Marketing of library and information science products and services through social media-need of the hour. *Library Herald*, *53*(4), 432. https://doi.org/10.5958/0976-2469.2015.00039.1

Lam, E. T. H., Au, C. H., & Chiu, D. K. W. (2019). Analyzing the use of Facebook among university libraries in Hong Kong. *Journal of Academic Librarianship*, *45*(3), 175–183. https://doi.org/10.1016/j.acalib.2019.02.007

Levesque, L. (2016). Social media in academic libraries: Engaging in 140 characters or less. *Public Services Quarterly*, *12*(1), 71–76. https://doi.org/10.1080/15228959.2016.1145092

Lombardi, L. J. (2010). The 4 Cs of marketing. *LIMRA's MarketFacts Quarterly*, *29*(4), 71.

Luo, L., Wang, Y., & Han, L. (2013). Marketing via social media: A case study. *Library Hi Tech*, *31*(3), 455–466. https://doi.org/10.1108/LHT-12-2012-0141

Mcllwaine, R. (2014). *Exploring online opportunities: How online entertainment communities utilize multiple social networking platforms*. University of Wellington.

Men, L. R., & Tsai, W. H. S. (2014). Perceptual, attitudinal, and behavioral outcomes of organization–public engagement on corporate social networking sites. *Journal of Public Relation Research*, *26*(5), 417–435. https://doi.org/10.1080/1062726X.2014.951047

Mollen, A., & Wilson, H. (2010). Engagement, telepresence and interactivity in online consumer experience: Reconciling scholastic and managerial perspectives. *Journal of Business Research*, *63*(9–10), 919–925. https://doi.org/10.1016/j.jbusres.2009.05.014

Ndubisi, N. O. (2007). Relationship marketing and customer loyalty. *Marketing Intelligence & Planning*, *25*(2), 98–106. https://doi.org/10.1108/02634500710722425

Ngai, E. W., Moon, K. L. K., Lam, S. S., Chin, E. S., & Tao, S. S. (2015). Social media models, technologies, and applications: An academic review and case study. *Industrial Management & Data Systems*, *115*(5), 769–802. https://doi.org/10.1108/IMDS-03-2015-0075

Nicolau, I. (2013). The evolution of the marketing concept. *Knowledge Horizons-Economics*, *5*(3), 154–156.

Palmatier, R. W., Dant, R. P., Grewal, D., Evans, K. R., & Kenneth, R. (2006). Factors influencing the effectiveness of relationship marketing: A meta-analysis. *Journal of Marketing*, *70*(4), 136–153. http://www.jstor.org/stable/30162119

Peacemaker, B., Robinson, S., & Hurst, E. J. (2016). Connecting best practices in public relations to social media strategies for academic libraries. *College and Undergraduate Libraries*, *23*(1), 101–108. https://doi.org/10.1080/10691316.2016.1134244

Peñaflor, J. (2018). Beyond Likes: An assessment of user engagement in Facebook among Philippine academic libraries. *Library Management*, *39*(1–2), 59–65. https://doi.org/10.1108/LM-12-2016-0100

Phillips, N. K. (2011). Academic library use of Facebook: Building relationships with students. *The Journal of Academic Librarianship*, *37*(6), 512–522. https://doi.org/10.1016/j.acalib.2011.07.008

Pomering, A. (2017). Marketing for sustainability: Extending the conceptualisation of the marketing mix to drive value for individuals and society at large. *Australasian Marketing Journal*, *25*(2), 157–165. https://doi.org/10.1016/j.ausmj.2017.04.011

Quadri, G. O., & Idowu, O. A. (2016). Social media use by librarians for information dissemination in three federal university libraries in Southwest Nigeria. *Journal of Library & Information Services in Distance Learning*, *10*(1–2), 30–40. https://doi.org/10.1080/1533290X.2016.1156597

Ramsey, E., & Vecchione, A. (2014). Engaging library users through a social media strategy. *Journal of Library Innovation*, *5*(2), 1–13.

Reynolds, K. E., & Beatty, S. E. (1999). Customer benefits and company consequences of customer-salesperson relationships in retailing. *Journal of Retailing*, *75*(1), 11–32. https://doi.org/10.1016/S0022-4359(99)80002-5

Rossmann, D., & Young, S. W. H. (2015). Social media optimization: Making library content shareable and engaging. *Library Hi Tech*, *33*(4), 526–544. https://doi.org/10.1108/LHT-05-2015-0053

Sachs, D. E., Eckel, E. J., & Langan, K. A. (2011). Striking a balance: Effective use of Facebook in an academic library. *Internet Reference Services Quarterly*, *16*(1–2), 35–54. https://doi.org/10.1080/10875301.2011.572457

Saravanakumar, M., & SuganthaLakshmi, T. (2012). Social media marketing. *Life Science Journal*, *99*(44), 4444–4451. http://www.lifesciencesite.com

Sriram, V. (2016). Social media and library marketing: Experiences of KN Raj Library. *DESIDOC Journal of Library & Information Technology*, *36*(3), 153–157. https://doi.org/10.14429/djlit.36.3.9810

Tariq, K. M. (2014). The concept of marketing mix and its elements. *International Journal of Information, Business and Management*, *6*(2), 95–107.

Taylor and Francis Group. (2014). *Use of social media by the library: current practices and future opportunities*. https://doi.org/10.1007/s13398-014-0173-7.2

Vivek, S. D., Beatty, S. E., & Morgan, R. M. (2012). Customer engagement: Exploring customer relationships beyond purchase. *Journal of Marketing Theory and Practice*, *20*(2), 122–146. https://doi.org/10.2753/MTP1069-6679200201

Vuori, V. (2011). *Social media changing the competitive intelligence process: Elicitation of employees' competitive knowledge*. Tampere University of Technology.

Watson, A. M. (2017). Manage your social media in 5 minutes a day. *Public Services Quarterly*, *13*(1), 41–47. https://doi.org/10.1080/15228959.2016.1268942

Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, *14*(4), 490–495. https://doi.org/10.5465/AMR.1989.4308371

Winn, D., Rivosecchi, M., Bjerke, J., & Groenendyk, M. (2017). MTL 2.0: A report on the social media usage and user engagement of the "Big Four" academic libraries in Montréal. *Journal of Academic Librarianship*, *43*(4), 297–304. https://doi.org/10.1016/j.acalib.2017.04.006

Young, S. W. H., & Rossmann, D. (2015). Building library community through social media. *Information Technology and Libraries*, *34*(1), 20–37. https://doi.org/10.6017/ital.v34i1.5625

Zeithaml, V., Bitner, M. J., & Gremler, D. D. (2006). *Service marketing: Integrating customer focus across firms*. McGraw-Hill.

Zhang, M., Sheu, F. R., & Zhang, Y. (2018). Understanding twitter use by major LIS professional organisations in the United States. *Journal of Information Science*, *44*(2), 165–183. https://doi.org/10.1177/0165551516687701

Appendix

Interview questions

[Note age, gender and job title]

- Can you kindly tell me how long you have been with the university library?
- What are your responsibilities or in what ways are you involved with the library's social media?
- When did your library start using social media as a mean of communication?
  - **Probes**: How did your library use it to begin with?
  - **Probes**: Who does your library select to make posts to?
  - **Probes**: Was any training given to those who make posts? Why yes/ no?
- What was the main contents of library social media posts when you started using it?
  - **Probes**: Has this content changed since then? How? What prompted your library to make a change?
  - **Probes**: Is there any editorial guidance on the kind of posts your library make on social media?
- Currently, how active is your library on social media?
  - Is it widely used for marketing and communication?
  - Is social media used mostly for internal communication or external communication or both?
- How do you utilize social media in your library?
  - Are they a means for only advertising/promotion or do you use them for communicating, collaborating and interacting?

- Tell me, does your library encourage two-way communication on social media?
  - ○ **Probes**: How much two-way interaction have you had with students?
  - ○ **Probes**: What kind of interaction have you had?
  - ○ **Probes**: What is your perception on students' response to your library posts?
  - ○ **Probes**: Has your library done anything to improve this response? What is it?
- Do you have any official document or policy that support your library's social media marketing?
  - ○ **Probes**: When was this policy formed?
  - ○ **Probes**: What are the main contents of this policy?
    [Guide participants to provide more information when appropriate]

Probes: How has this policy document driven your social media marketing activities?

- How does your manage its library social media account/s?
  - ○ **Probes**: Is it/are they managed by a team?
  - ○ **Probes**: Is it/are they managed by an individual or does every library staff contribute posts/content?
- Would you say that your library has been successful in the use of social media for marketing purposes?
- Are there specific challenges you encounter in the use of social media in your library?
- Is there something we have missed you think is important?