

**ADOPTION AND USE OF SOCIAL MEDIA IN ACADEMIC
LIBRARIES IN SOUTH AFRICA**

by

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Submitted in accordance with the requirements for the degree of

MASTER OF INFORMATION SCIENCE

UNIVERSITY OF SOUTH AFRICA

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2019

Declaration

I, Benford Rabatseta, declare that this dissertation titled 'Adoption and use of social media in academic libraries in South Africa' is my own work and that all sources consulted and quoted have been indicated and acknowledged by means of complete references. It is submitted in partial fulfilment of the requirements for the degree of Master of Information Science at the University of South Africa, Pretoria and neither the whole work nor any part of it has been, is being or shall be submitted for another degree at this or any other university, institution for tertiary education or examining body

Signature: 

Date: January 2020

Benford Rabatseta

DEDICATION

This study is dedicated to my late grandfather, Phillip Noko Rabatseta, and my late uncle, Johannes Tlou Rabatseta, for shaping me into a responsible individual with the positive attitude and drive they instilled in me and the motivation to never give up and always ensure ‘*You finish what you started*’. It is also dedicated to my grandmother, Mmanoko Mamma Rabatseta, my parents, Mr Frans and Mrs Rachel Rabatseta, who made it possible for me to follow my dreams and to be who I am today and I also dedicate this study to my daughter, Leanolaone Bokamoso Gaobuse.

ACKNOWLEDGEMENT

Firstly, I would like to thank my supervisors, Prof. O.B. Onyancha and Dr J. Maluleka for their support, advice and the guidance they gave me throughout this study.

Secondly, I wish to thank the management of all academic libraries in South Africa for giving me the opportunity to conduct this study at their library. My gratitude is also expressed to library staff members at all the academic libraries who took time to complete the questionnaire.

I am also grateful to all my colleagues for their support. They include Ms Rosy Gaobuse; Mr Sabelo Chizwina; Ms Glenda Makate; Ms Molly Kekana; Ms Manare Tshenye; Mr Vuyo Ngayeka; Mr Vukosi Mathonsi, Mr Siviwe Bangani and Mrs Nkemy Kgosiemang who gave advice, support and guidance throughout the study period.

Thirdly, I thank LIS colleagues at North West University for the support and encouragement they gave me throughout my study.

Finally, I thank my family and the friends who supported and encouraged me on this academic journey and all those who contributed to this project in one way or another. May God bless all of you.

Last, but definitely not least, to God be the glory. He gives me the strength and all my prayers have been answered.

Psalm 37:5: Commit your way to the LORD, Trust also in Him and He shall bring it to pass.

ABSTRACT

Studies suggest that social media is currently proving to be a valuable tool used by institutions to support research and as a powerful used marketing tool. Developments suggest that academic libraries also have new platforms that could be used to present educational programmes for users. Hence, this study aimed to investigate the adoption and use of social media in academic libraries in South Africa. The study employed a quantitative research approach through a survey to gather data from administrators of social media, librarians and IT technicians employed at academic libraries in South Africa. The actual sample of respondents in the survey totalled 78, which 48 respondents completed and returned the questionnaire. The data collected were analysed by using the statistical package for social sciences (SPSS).

The findings revealed that academic libraries in South Africa are currently using Facebook, Twitter, YouTube and blogs to provide and promote library services. The results also showed that academic libraries have adopted and are using other social media platforms, such as WhatsApp, Skype, Drop Box, Instagram and RSS. Furthermore, the findings indicated that the academic libraries use social media for a variety of purposes, with specific attention to communication and the marketing of library services. Some academic libraries do not have policies guiding the usage of social media. The study recommends that academic libraries in South Africa adopt and use the social media platforms available; furthermore, they should introduce social media policies and guidelines.

Keywords: social media, social networking, information and communication technology (ITC), academic libraries, South Africa

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List of Abbreviations

AFLIA:	African Library and Information Association and Institution
CPUT:	Cape Peninsula University of Technology
CUT:	Central University of Technology
DIT:	Diffusion of Innovation Theory
DUT:	Durban University of Technology
HEI:	higher education institution
ICT:	information and communication technology
IFLA:	International Federation of Library Association and Institution
ISP:	Internet service provider
LIASA:	Library and Information Association of South Africa
LIS:	Library and Information Services
MUT:	Mangosuthu University of Technology
NCA:	National Library of Australia
NMU:	Nelson Mandela University
NWU:	North-West University
RU:	Rhodes University
SADC:	Southern African Development Community
SMU:	Sefako Makgatho Health Sciences University
SPU:	Sol Platlje University
SU:	Stellenbosch University
TRA:	Theory of Reasoned Action
TUT:	Tshwane University of Technology
UCT:	University of Cape Town
UFH:	University of Fort Hare
UFS:	University of Free State
UJ:	University of Johannesburg
UKZN:	University of KwaZulu-Natal
UL:	University of Limpopo
UM:	University of Mpumalanga
UP:	University of Pretoria
UNISA:	University of South Africa

UWC:	University of the Western Cape
WITS:	University of the Witwatersrand
Univen:	University of Venda
UZ:	University of Zululand
VUT:	Vaal University of Technology
WSU:	Walter Sisulu University
WWW:	World Wide Web

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The concept information and communication technology (ICT) represents communication links from the main network to the end-user equipment (Gesi, 2012). ICTs also include user equipment connected to the networks, such as personal computers, phones and operator activities. Ebijuwa (2005) defines ICTs as technological tools used disseminate and manage information. According to Anie and Achugbue (2009), ICT may be defined as the hardware and software used to transport information and facilitate communications. The term also covers information technology services, equipment, and other related communicative activities.

ICTs are being used more extensively in all aspects of human life. Latchem and Walker (2001) indicated that the use of ICTs has raised many questions on whether they could assist in delivery in developing countries like South Africa. Van den Berg, Arentze and Timmermans (2012) argue that ICTs provide ways of communication and of maintaining social networking and have increased the options for retaining and establishing a variety of contacts. Moreover, ICT-mediated communication has become increasingly important as social networks across the globe (Van den Berg et al., 2012)

Dutta and Bilbao-Osorio (2012) argue that modern technologies such as smartphones, computers and other ICTs have brought changes that influence how people live, work and socialize. Their study further indicated that people live in a world where the Internet is easily accessible and allows people to communicate with each other quickly and efficiently.

Johnston, Jali, Kundaeli and Adeniran (2015) indicated that ICTs are important tools for development in many areas and also play an important role in delivering health care for the disadvantaged, i.e. they are a key enabler in the provision of health care for the poor. The application of ICTs is not limited to the aforementioned sectors of human life. Libraries, too, have taken up the challenge, adopted, and integrated ICTs with their existing services. However, Qutab, Bhatti and Ullah (2014) proposed that the level of ICT usage for library services is cause for concern, as academic libraries have used computerized services for over

two decades. A study conducted by Cholin (2005) reports that many libraries in India are using advanced computer and telecommunications equipment in handling information through the dissemination and transmission of information.

As a result, ICTs have brought exceptional changes and transformation to information services, including academic libraries. Conventional to current library services are awareness services, interlibrary loans, user services, online public access catalogue and customer relations; all of which could be provided more effectively by using ICTs. The impact of ICTs on an information service is characterised by changes in the methods and content of production and delivery of information (Krubu & Osawaru, 2010).

The most common ICTs in libraries include the Internet with its several applications; among them are social media, emails, and the World Wide Web. People communicate with each other and share content with others through networked computers and mobile phones. Social media refers to web-based technologies that simplify communication, interaction among users and sharing content. Porter, Mitchell, Grace, Shinosky and Gordon (2012) define social media as interactive platforms where users participate in social activities such as sharing videos and texting messages. Ang, Abu, Tan, Tan and Yaacob (2015) indicate that social media presence has changed people's lifestyles. According to Partridge, Lee and Munro (2010), social media is referred to as Library 2.0 in the library context. Kwanya, Stilwell and Underwood (2009) have described Library 2.0 as an idea that symbolizes change and transforms the library profession.

The presence of social media in libraries in developing countries like South Africa and Zimbabwe is no longer foreign as libraries are trying to find their feet in the world of social media (Mabweazara & Zinn, 2016). According to Cohen (2011), there are numerous social media platforms available to users and more are developing and expanding. Kaplan and Heinlein (2016) listed different kinds of social media that have appeared in the literature; for example, content communities, micro blogging and social networking sites. Social media tools include Twitter, YouTube, Instagram, Facebook and blogs (Rodgers, 2009:8). In addition, Cormode and Krishnamurthy (2008) point out that there is a range of social media platforms, which includes blogs, YouTube, Facebook, WhatsApp, and Twitter.

1.2 CONTEXTUAL SETTING

Prior to 1994 South Africa had 36 higher education institutions (HEIs), which included 21 universities and 15 technikons, technical colleges and colleges of education. In 1994 the government restructured the higher education sector to enable it to become more focused and stronger (Council on Higher Education (CHE), 2009:8). As a result, in 2002 the government announced that some institutions would be merged and in 2004 the merger occurred to restructure the South African higher education landscape. By means of mergers, the number of public universities decreased to 23 (CHE, 2009:8).

The number of universities increased to 24 after the demerger of the University of Limpopo at the Turfloop and Medunsa campuses, which became autonomous universities. The Medunsa campus changed to Sefako Makgatho Health Sciences University and the Turfloop campus remained as the University of Limpopo. New universities were established in 2013/2014, namely the University of Mpumalanga and Sol Plaatje University.

The most important reason for the mergers of HEIs, according to Mapasela and Hay (2005), was to increase the enrolment of students and to meet the opportunities and challenges of the new technologies. According to Wyngaard and Kaap (2004), higher education pursued the following goals with regard to mergers of HEIs:

- i. An improved standard of higher education
- ii. Curriculum restructuring
- iii. Improved administration and governance of higher education
- iv. Contribution to the solution of societal problems.

The merger of HEIs was intended to achieve a variety of goals. Many institutions had to design a merged system to upload data onto the higher education system (Paterson, 2004). In 2002, when the minister of education announced the mergers of higher learning, most staff were faced with new responsibilities (South Africa, 2002). Challenges from the merger of libraries in HEIs were less daunting because librarians could find information and learn how others were performing the merger in their libraries (South Africa, 2002).

Table 1: Current South African universities and their branches (Universities South Africa, 2017)

Universities	Branches
Cape Peninsula University of Technology (CPUT)	Bellville, Cape Town
Central University of Technology (CUT)	Bloemfontein, Welkom
Durban University of Technology (DUT)	Durban, Pietermaritzburg
Mangosuthu University of Technology (MUT)	Umlazi
Nelson Mandela Metropolitan University (NMMU)	Port Elizabeth, George
North-West University(NWU)	Mafikeng, Potchefstroom, Vaal
Rhodes University (RU)	Grahamstown
Sefako Makgatho Health Sciences University (SMU)	Pretoria
Sol Plaatje University (SPU)	Kimberly
Stellenbosch University (SU)	Stellenbosch, Saldanha Bay, Bellville
Tshwane University of Technology (TUT)	Pretoria, Nelspruit, Polokwane, Ga-Rankuwa, Soshanguve, Witbank
University of Cape Town (UCT)	Cape Town
University of Fort Hare (UFH)	Alice, East London, Bhisho
University of Free State (UFS)	Bloemfontein, QwaQwa
University of Johannesburg (UJ)	Johannesburg, Soweto
University of KwaZulu-Natal (UKZN)	Durban, Pietermaritzburg, Pinetown, Westville
University of Limpopo (UL)	Polokwane, Turfloop
University of Mpumalanga (UM)	Nelspruit
University of Pretoria (UP)	Pretoria, Johannesburg
University of South Africa (Unisa)	University of South Africa (Unisa) Regional offices in South Africa: Eastern Cape (East London, Mthatha, Port Elizabeth)

	Gauteng (Ekurhuleni, Florida, Johannesburg, Pretoria, Vaal Triangle) Kwazulu-Natal (Durban, Newcastle Pietermaritzburg, Richards Bay, Wild Coast Region) Limpopo Province (Giyani, Makhado, Polokwane) Midlands (Bloemfontein, Kimberley Kroonstad, Mafikeng, Potchefstroom, Rustenburg) Mpumalanga (Middelburg, Nelspruit), Western Cape (Cape Town, George)
University of the Western Cape (UWC)	Bellville
University of the Witwatersrand (WITS)	Johannesburg
University of Venda (Univen)	Thohoyandou
University of Zululand (UZ)	Empangeni
Vaal University of Technology (VUT)	Vanderbijlpark, Secunda, Kempton Park, Klerksdorp, Upington
Walter Sisulu University (WSU)	East London, Butterworth, Mthatha, Queenstown

1.3 CONCEPTUAL FRAMEWORK

Green (2014) describes a conceptual framework as a network that brings a final result to a number of related concepts in order to give a broader understanding of the phenomenon of interest. Bryman (2004) points out that a conceptual framework presents key concepts supporting the context of the research questions, methodology, implementation of the study, results, analysis and outcome of the study. Ivy (2015) explains that a conceptual framework is a network of interlinked concepts and ideas that gives an understanding of a phenomenon.

Green (2014) describes a conceptual framework as a network that provides conclusions to a number of related concepts to give a broader understanding of the phenomenon of interest. Bryman (2004) points out that a conceptual framework provides key concepts supporting the

context of the research questions, the methodology and implementation of the study, leading to the results, analysis and final outcomes of the study. Ivy (2015) explains that a conceptual framework is a network of interlinked concepts of ideas that gives an understanding of a phenomenon.

The study was underpinned by a model known as Diffusion of Innovation Theory (DIT) developed by Rogers in 1962. The researcher, therefore, proposed the use of DIT. According to Rogers (1962), DIT is a model used to investigate the adoption and use of technology. DIT address the innovation adoption and use of social media among academic libraries. The DIT model has been used in predicting the acceptance of different kinds of technologies and is known among new technologies.

1.4 STATEMENT OF THE PROBLEM

The research problem for the current study can be summarised into three areas, as follows. Firstly, Eister (2015:18) highlights that the mergers of universities in South Africa posed huge challenges for libraries at HEIs. The culture of education and learning, as part of redressing institutional imbalances, also had an impact on the future of libraries in terms of their roles, responsibilities, resources, staffing and funding models. Consequently, libraries had to adapt to the new spaces within which their parent bodies operated. The manner of operation and service provision to a greater population of library users became an issue to deal with in various libraries. Libraries had to be more innovative in the manner in which they served their users.

Secondly, digital literacy had to be implemented at universities, specifically in their libraries, to support students with media literacy, ICT literacy, digital scholarship, as well as communications and collaboration in an academic context (Emiri, 2015). In addition, digital usage of resources gave libraries new platforms on which to organise educational programmes for users. These programmes were developed in the belief that they would enable students to participate in digital networks for learning, research and the use of digital devices in e-environments, and further participate in emerging academic and research practices in the digital environment. Students are increasingly applying their digital literacy skills and competencies through the use of such Web tools as Twitter, Facebook, YouTube, LibGuides and other social media tools, which have greatly impacted the academic library environment (Padma & Ramasamy, 2014). Social media as a whole is now considered as a valuable tool to be used by

institutions to support research and as a part of the marketing tools used to communicate with students.

Thirdly, the Internet (its applications, including social media technologies) and ICTs' penetration in Africa is high at 53% (Penard, Poussing, Mukoko & Tamokwe, 2015). As a result, advanced technologies such as social media have brought change in the way academic libraries communicate with users. Libraries serve users who are dynamic and technologically highly competent. The same clients access information through technologically driven platforms, e.g. the Internet and its many applications. The Internet, which has brought about free access to information, could possibly render libraries irrelevant as the latter are competing with other information providers (e.g. Ebrary and Google) that are taking advantage of the varied types of information technologies, such as literacy software and virtual reference technologies to serve information users.

In view of the above, this study investigated the adoption and use of social media by libraries in South Africa in order to serve their clients more effectively and to gain a competitive advantage over their competitors.

1.5 PURPOSE OF THE STUDY

The purpose of the study was to investigate the extent of adoption and use of social media for client support by academic libraries in South Africa.

1.6 OBJECTIVES OF THE STUDY

The study's objectives are:

- i. To identify the types of social media available and used in academic libraries in South Africa;
- ii. To find the purpose for which social media are applied in academic libraries in South Africa;
- iii. To identify the benefits associated with the application of social media in academic libraries;
- iv. To assess the policies and/or guidelines for the integration and use of social media in academic libraries;
- v. To assess the intensity of social media used by academic libraries in South Africa.

1.7 RESEARCH QUESTIONS

The research questions are as follows:

- i. What types of social media are available and used in academic libraries in South Africa?
- ii. What is the purpose of the social media available in academic libraries in South Africa?
- iii. Which benefits are associated with the application of social media in academic libraries?
- iv. Which policies are available to guide the integration and use of social media in academic libraries?
- v. What is the intensity or extent of social media usage in academic libraries in South Africa?

Table 1.1: Research questions, objectives and possible sources of data table

Research questions	Objectives	Source of data
What types of social media are available and used in academic libraries in South Africa?	To identify the types of social media available and used in academic libraries in South Africa	Questionnaires Literature review Content analysis
What is the purpose of social media in academic libraries in South Africa?	To ascertain the purposes of social media in academic libraries in South Africa	Questionnaires
Which benefits are associated with the application of social media in academic libraries?	To identify benefits associated with the application of social media in academic libraries	Questionnaires
Which policies are available to guide the integration and use of social media in the libraries?	To ascertain the availability of policies guiding the integration and use of social media in libraries	Questionnaires
What is the intensity or extent of using social media in academic libraries in South Africa?	To assess the intensity of use of social media in academic libraries in South Africa	Questionnaires and content analysis

1.8 SIGNIFICANCE OF THE STUDY

The findings of this study would be significant for academic libraries in South Africa in a number of ways. The study will assist in adding to the existing knowledge on the adoption and use of social media in academic libraries. It is expected that the findings will not only assist academic libraries in South Africa but also all other types of libraries in planning and adopting social media as a form of communication for library users. The findings of the study will identify gaps in the adoption and use of social media that might assist other researchers in their research projects. The study will also assist library managers to find ways of encouraging librarians to take advantage of using social media to connect with library users.

1.9 LITERATURE REVIEW

Fox and Bayat (2010:14) explain that a literature review is a critical assessment and summary of past and contemporary literature in a given field. The researcher reviewed the literature in line with the objectives of the study. Fox and Bayat (2010:36) summarised the aims and purpose of a literature review, as follows:

- i. To indicate that the researcher is familiar with recent research developments
- ii. To provide insight into previous work
- iii. To situate and locate the research project and outline its context
- iv. To provide a sound theoretical overview of existing research findings.

With regard to academic libraries, the literature was reviewed to highlight the following:

- i. Types of social media available and used
- ii. Purpose for which social media is applied in academic libraries
- iii. Benefits associated with the application of social media in academic libraries
- iv. Availability of policies guiding integration and use of social media in academic libraries
- v. Intensity of social media used by academic libraries

A detailed literature review is presented in the next chapter (chapter two).

1.10 SCOPE AND DELIMITATION OF THE STUDY

According to Simon and Goes (2013), scope and delimitation in research refer to parameters under which the study will be functioning and matters that are beyond the researcher's control.

The authors further explain that regardless of how well a study is constructed there will always be delimitations.

This study was limited to 26 academic libraries in South Africa. The study covered main branches because branch libraries are an extension of the main libraries. Although there are many social media platforms, the study assessed Facebook, Twitter, Instagram, YouTube, blogs and LinkedIn, using content analysis. Nevertheless, the respondents were free to refer to all other social media technologies used by their libraries. The study was limited to social media administrators, librarians responsible for social media and ICT personnel who are in charge of libraries' social media platforms in all 26 academic libraries. A content analysis of university websites. was also conducted. The researcher examined the home pages of library websites to obtain an indication of social media applications. This helped in verifying the findings provided by respondents in the questionnaire.

1.11 RESEARCH METHODOLOGY

Clough and Nutbrown (2012:36) define research methodology as the analysis of methods used in the field of study to solve a problem. Research methodology describes the paradigm, approaches, designs as well as procedures followed in conducting a study. A paradigm is a fundamental model that illustrates the understanding of what people see and how they comprehend the model (Babbie, 2011). Bhattacharjee (2012) states that a paradigm is a belief system that outlines the design and proposed pattern of research.

The study relied on a quantitative research approach and employed a survey design as this involves collecting information from a group of people. A survey is a descriptive study that collects figures from a group of people (Punch, 2014:216). The target population in this study consisted of social media administrators, librarians and ICT personnel who are in charge of libraries' social media platforms in all 26 academic libraries.

The study used a combination of data collection tools, i.e. an e- and self-administered questionnaire as an instrument and content analysis as the supplementary tool. Collected quantitative data was analysed using SPSS software including statistical analysis and graphics, which enabled descriptive analysis. Graphs, tables and charts were used to systematically survey the data gathered. A detailed discussion on research methodology is presented in chapter three.

1.12 ETHICAL CONSIDERATIONS

Punch (2014:36) describes research ethics as a branch of ethics that focuses on planning and communicating matters pertaining to research. Researchers have to interpret ethical codes in the context of a particular situation in research (Punch, 2014:55). The study was conducted in compliance with the ethical principles set out by the Unisa policy on research ethics (2012:15). The policy states that personal information and records provided by respondents should remain confidential. The policy also states that data collected from the respondents and security procedures for the protection of privacy are to be maintained by ensuring that the names of respondents do not appear on the questionnaire. Ethical clearance was obtained from Unisa to enable access to the institutions of study in the research project. The researcher informed respondents of the purpose of the study and ensured that their rights were protected, including that of their right to confidentiality.

1.13 ORGANISATION OF THE STUDY

The dissertation is comprised of six chapters as follows.

Chapter One: Introduction and Background to the Study

This chapter covers the introduction and background of the study; contextual setting; conceptual framework; statement of problems; objectives of the study; research questions; significance of the study; scope and delimitations of the study; significance of the study; definition of key terms; and organisation of the dissertation and dissemination of research findings.

Chapter Two: Literature Review

This chapter deals with the review of literature according to the objectives of the study. It covers the background information of related works and the conceptual framework that guides the study.

Chapter Three: Research Methodology

The research methodology chapter discusses the methodologies employed to conduct the study. Special focus is placed on the paradigm; research approaches; target population; data collection methods and procedures; ethical considerations, and data analysis and presentation.

Chapter Four: Data Presentation

This chapter presents data collected through questionnaires and content analysis. The data collection is presented according to the objectives of the study.

Chapter Five: Discussion of the Findings

This chapter discusses the findings as presented in chapter four. The presentation of the findings is organised according to the objectives of the study.

Chapter Six: Summary, Recommendations and Conclusions

This chapter provides a summary, recommendations and the conclusion of the study. This is also organised according to the objectives of the study.

1.14 DEFINITION OF TERMS

1.14.1 Social media

Mergel (2010) defines social media as a tool used to interact and contribute to stakeholders' knowledge creation and their sharing of a digital environment. According to Davis, Amen, Rios-Aguilar and Gonzales (2012), the term social media refers to web-based and mobile applications that allow individuals and organisations in digital environments to communicate, engage and share in multiple ways.

1.14.2 Academic library

Simmonds and Andaleeb (2001) define an academic library as the heart of the learning community and a major component of an institution to support research and educational programmes.

1.14.3 Facebook

Hartley (2010:3) defines Facebook as a platform for social connections where members are invited to share information with friends, from photography to biographical information.

1.14.4 Twitter

According to Hartley (2010:8), Twitter is surprising social networks where for members to connect, they are allowed to use 140 characters or fewer to tweet.

1.14.5 YouTube

Potgieter (2014:16) defines YouTube as a video-sharing website. YouTube is visited by more than a billion users each month.

1.14.6 LinkedIn

LinkedIn is typically used by professionals for their career development, advancement and employment opportunities (Hartley, 2010:9).

1.14.7 Information and Communication Technology

Anie and Achugbue (2009:9) define ICT as the programming ease of use information transportation and communications linked by a huge group of technological protocols. It covers ISP (Internet service provider), information technology equipment and services, media and library.

1.14.8 Blogs

Hartley (2010:12) defines blogs as a weblog where individuals and organisations can market their services and create awareness.

1.14.9 Technology adoption

Hall and Khan (2002) define technology adoption as the decision to procure and utilise a new creation or innovation.

1.15 SUMMARY

The purpose of this chapter was to present the introduction and background of the study, its contextual setting, the problem statement, the purpose of and objectives of the study, the research methodology, definition of terms and the organisation of the thesis. The next chapter focuses on the conceptual framework as well as the review of literature where the researcher will present information on the facts and opinions of other scholars regarding the topic under discussion.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The preceding chapter introduced and provided a background to the current study. This chapter discusses the theoretical framework and the literature review related to this study. Fox and Bayat (2010:14) explain that a literature review is a critical assessment and the summary of past and contemporary literature in a given field of knowledge. Fox and Bayat (2010:36) summarized literature review aims and purpose as follows:

- i. To indicate that the researcher is familiar with recent research developments
- ii. To provide insight into previous work
- iii. To situate and locate the research project and outline its context
- iv. To provide a sound theoretical overview of the existing research findings.

2.2 CONCEPTUAL FRAMEWORK

Several theories exist with the aim to explain and understand reasons for acceptance and rejection of new products and technologies. According to Mohammed (2015), theories such as the Theory of Reasoned Action (TRA) and Technology Acceptance Model (TAM) do not actually explain people's awareness, acceptance and use of new products and technologies. However, a theory that tries to explain the individual's usage behaviour towards technologies is the Diffusion of Innovation Theory (DIT), developed in 1962 by Everett M. Rogers. In his theory, Rogers defines diffusion as the process by which an innovation is disseminated through certain channels over a period of time among members of a social system.

This theory has been used for several years to study the spread of new ideas and practices. It is a process by which a few members of a society initially adopt an idea, then over time others adopt it or until all (most) members adopt this new idea whereby a new technology is introduced to a community. Rogers, 1962, as cited in Robinson (2009), identified five adopter categories to understand the characteristics of the target population.

2.2.1 Innovators

Innovators are individuals who need to be the first to attempt the advancement. They are keen on new innovations or thoughts. Innovators are extremely ready to face challenges and are regularly the first to grow new ideas or thoughts.

2.2.2 Early adopters

Early adopters are people who speak to represent opinion leaders. They enjoy position of authority and grasp change openings. They are as of now mindful of the need to change as are entirely open to receiving new advancements. These users do not data to persuade them to change

2.2.3 Early majority

These individuals are once in a while pioneers, yet they do receive advances before the average person. They ordinarily need to see proof that the innovation works before they are happy to embrace it. Procedures to interest this population incorporate examples of overcoming adversity and proof of the development's adequacy.

2.2.4 Late majority

Late majority are individuals who are suspicious of progress and will receive an advancement simply after the larger part has attempted it. System to interest this population incorporate data of how many other have attempted the advancement and have embraced if effectively

2.2.5 Laggards

Laggards are extremely traditionalist people who are bound by customs. They are extremely doubtful of progress and are the hardest gathering to welcome ready. Strategies to this population incorporate measurements, dreads appeals and weight from other people in the adopter

To fill this gap, Mohammed (2015) suggests DIT Should be treated as the determinant factor for this study.

A literature review on the adoption and use of social media in academic libraries was organised according to the following themes:

- Emergence and development of social media
- Types of social media used in academic libraries
- Purpose of social media application in academic libraries
- Benefits of the adoption and use of social media in academic libraries
- Policies guiding the integration and use of social media in academic libraries
- Intensity of social media application in libraries.

2.3 EMERGENCE AND DEVELOPMENT OF SOCIAL MEDIA

The emergence of social media made it possible for one person to communicate with a multiplicity of other people. Social media comprises a wide range of online channels: social networking, chat room and Internet discussion forum, to name a few (Mangold & Faulds, 2009). According to Borders (2009), social media joined the mainstream culture and business world in recent years and originates in the telephone as messaging medium. Mangold and Faulds (2009) indicated that most of the recent social media applications are found in the World Wide Web (commonly referred to as the Web) and blogging. Palmer (2014) indicated that the emergence of social media, such as Facebook, Twitter and YouTube created ways for libraries to engage with users and help with the promotion of library and information services.

Lohr (2008) highlighted that social media has improved over the past decade and has grown and provided broad access for learners in education. Social media is a well-known and accepted form of teaching in some instances. Teachers are able to communicate with students for educational purposes through social media (Dede, 2007). Social media and technology continue to develop rapidly as websites and new content appear on a daily basis. Social media development can be very difficult because new sites are established every day (Kaplan & Haenlein, 2016:61).

Schaffer (2013) explains that social media covers a vast range of resources and platforms and users choose which to use and which to ignore. Yeo, Cacciatore, Brossard, Schenfele and Xenos (2014) listed different types of scholarly and non-scholarly social media platforms.

Table 2.1: Types of media platforms

Scholarly social media	Non-scholarly social media
Research Gate	Facebook

Academia.edu	YouTube
ImapactStory	Twitter
Mendely	Instagram
LinkedIn	Blogs
	LinkedIn

Yeo, Cacciatore, Brossard, Schenfele and Xenos (2014) indicated that one tool/platform that researchers choose is Twitter as a communication tool. Yeo et al. (2014:27) compared Twitter and Facebook and found that researchers prefer Twitter as it is more professional than Facebook. Van Noorden (2014) explains that ResearchGate and Academia.edu are scholarly social media used by researchers to create professional profiles. Van Noorden (2014) has suggested that researchers use social media to start a professional network and to promote their own work.

According to Gruzd, Staves and Wilk (2012), academics are expected to have a presence online by utilising the social media platforms that are available. Moreover, a social media presence would progressively grow as part of a promotion review process. According to Kelly and Delasalle (2012), academics regard social media as a new platform to provide tools for researchers and a greater visibility. Kelly and Delasalle also indicated that scholarly social media, e.g. Mendely, Academia.edu and ResearchGate are more scholarly focused while LinkedIn pairs users with job announcements. Moreover, LinkedIn and ResearchGate show researchers skills endorsed by others.

2.4 TYPES OF SOCIAL MEDIA

Bosque, Leif, SA and Skarl (2012) studied 296 academic libraries and Twitter accounts. They found that libraries are slowly adjusting to using Twitter to connect and communicate with their users. The study also revealed that not many academic libraries use a Twitter account to improve their interaction with followers. Tools, such as direct message, *hashtag* and *@replies* are also used to assist a tweeter to be more effective. Library users' interest differs among types of interaction. Facebook, like sites, works differently from Twitter regarding the interaction between libraries and their users (Chen, Chu & Xu, 2012).

Palmer (2014) analysed two social media used by one university library to identify the forms of activity that the library uses to engage with stakeholders. Results show that the use of Twitter

and Facebook appears to be the most commonly experimental applications for academic libraries. Palmer (2014) points out that the value of social media for academic libraries is recognised and its applications commonly reported.

Wordofa (2012) studied 82 top universities in sub-Saharan Africa libraries. The results show that most libraries have direct links with their respective university websites. Wordofa states that libraries that have social media tools display icons or links on their websites. The results show that 40 libraries out of 82 used one or more social web tool and 36 libraries are using a social networks service, mainly Facebook and Twitter. The results noticeably show that the use of social media is becoming popular in African academic libraries.

Kim and Abbas (2013) presented a study on the adoption of Library 2.0 functionalities by academic libraries and users. The study revealed that librarians are more interested than students are on the use of the social media as a platform to render library services. The study indicates that students consider social media as a personal social tool used for communication among their friends rather than for accessing library resources and services.

Collins and Quan-Haase (2014) performed a study on social media ubiquitous in academic libraries. The finding indicated that Facebook and Twitter are equally popular tools in Ontario's university libraries. The study also indicated that libraries in northern and eastern Ontario have a limited social media presence. Makori (2010) noted that the use of social media such as Facebook and Twitter provided university libraries in Kenya an opportunity to share and access library resources and services.

Banda (2010) carried out a study on the use of Web 2.0 social networking tools by librarians in public libraries in Zambia. Banda suggests that social networking is used by libraries and that its use is an increasingly growing tool to communicate with library users and thereby extend library services. Banda also argued that libraries have their own challenges in using social networks, possibly due to a lack of knowledge on social network tools amongst librarians. Most respondents indicated that they welcomed the idea of using social networks in their libraries to provide information to their users.

According to Xie and Stevenson (2014:521), there are different types of social media and those most popularly used in libraries include blogs, Facebook, photo sharing, Twitter, YouTube and wikis. The study indicated that some social media platforms have more than one function, e.g.

Twitter, which is a personal network site but can also serve to share photos and is classified as a micro blog.

The American Library Association Report (2012:34) notes that libraries use social media to broadcast events, alert users to newly arrived material and available collections, share videos, and provide links for videos and articles for library users. The report also indicated that social media raises the relationships between a library and its users.

Ndlanyamandla and Chisenya (2016) presented a paper on social media in university libraries in the SADC region at the Scecsal XXII conference held from 25-29 April in Swaziland. Twenty-six public university libraries in the SADC region were surveyed. The findings show that 73% of the public university libraries in the SADC region are using at least one social media platform to promote library and information services for their users.

According to Kaplan and Haenlein (2016:59), the term social media refers to any technology or application that facilitates interaction and collaboration between online users, creating a community that extends beyond the organisation. Kaplan and Haenlein also illustrated examples of the classes of social media used as described in the following paragraphs.

2.4.1 Social networking

Social networking is a structure that allows organisations and individuals to build a profile and communicate or interact with other users with whom they share a connection (Boyd & Ellison, 2008). Social networks enable individuals to make contact with others and the number of people on social networks is increasing (Huberman, Romero & Wu, 2008). Facebook users have to create a profile on the site, send out a request to friends and receive automatic notification when friends update their profiles. The same applies to LinkedIn where one has to create an account and follow other friends and colleagues in the same field of employment.

2.4.1.1 Facebook

Facebook originated in 2004 to help students interact socially at a college. A Facebook site has more than 49 million users and is available to anyone with a valid phone number and an email address. Mazman and Usluel (2010) describe Facebook as a tool that provides users with a personalized profile and allows communication among users and the formation of social

interest groups. Roblyer, McDaniel, Webb, Herman and Witty (2010) present the results of the research that Facebook attracted through which researchers in a number of fields used it as an educational tool. Kumar (2015) describes Facebook as one of the best social media sites used by students.

According to Meredith and Potter (2013), public posts from Facebook can be embedded on its page for users. The authors indicate that Facebook could be used as a marketing tool in several ways. According to Aharony (2012), few academic libraries use Facebook to present searches for their patrons. The study reveals that limited use of Facebook by librarians is due to a lack of staff responsible for updating Facebook sites.

Fasola (2015) indicated that most libraries in Western countries, such as the US, use Facebook to promote library services and these services make a library visible to its users. However, some literature has shown that the use of Facebook among some libraries is limited and not fully utilised. On the other hand, according to Essoungou (2010), Facebook is the major social media platform worldwide and the most visited platform in Africa. The results also indicated that media organisations in Africa are using social media to communicate with their users.

Onuoha (2013) conducted a study in Nigeria on the use of social media by librarians and the results show that librarians use Facebook and online forums for self-development. Sokoya et al. (2012) indicated that agricultural researchers in Nigeria use social media to connect with colleagues professionally.

2.4.1.2 LinkedIn

Kumar (2015) describes LinkedIn as a professional social network that helps library users to connect with relevant people who could help in finding information on the LinkedIn network. According to Kumar (2015), LinkedIn is a familiar social networking tool among professionals. LinkedIn is similar to other social networks because users can post status updates on common professional interests, e.g. sharing articles of interest with other users. Library and information professionals find much that is beneficial to their work on LinkedIn. Users can search and post jobs on LinkedIn that provides valuable data related to job posting.

Omurchu et al. (2004) indicated that people are using social networking to communicate and make contact by making use of online LinkedIn. Keenan and Shiri (2009) describe LinkedIn

as a business networking site that pays much attention to professional users by making and building a network among professionals and related connections.

Omurchu et al. (2004) outlined some LinkedIn benefits, which are:

- Helps members get the most from the network;
- Easily available for colleagues and friends to find each other quickly;
- Helps users find answers they seek from the groups;
- Helps users find knowledge they need to achieve their goals;
- Makes staying in touch simple;
- Helps users with job connection and business opportunities;
- Helps users stay up-to-date about contacts and industry;
- Enables users to take control of their professional identity.

2.4.2 Content-sharing sites

According to Villi and Noguera-Vivo (2017), content-sharing sites refer to sites that enable users to distribute, store and share multimedia (videos, photos, music) with others. The sites are often paid for by subscription. Types of content-sharing sites include YouTube, Instagram and blogs.

2.4.2.1 YouTube

YouTube is a sharing video website. Users can share and search videos of their interests on the sites. It has more than one billion unique users who visit every month. According to Colburn and Haines (2012), YouTube has long life content. The study revealed that video content has a more extensive reach than textual content such as Facebook text posts.

2.4.2.2 Instagram

According to Kelly (2013), Instagram is a free and photo-sharing video application available for android devices that allows users to build in tools that facilitate the enhancement of photos and to crop them. Instagram can also be linked to other social media, such as Facebook, Twitter, etc. The author explains that notifications are sent to users when they are mentioned and a comment appears on their profile. Instagram allows users to tag a photo at a library and also to view what post has been updated at the library. According to Instagram press news, Instagram has grown to more than 400 million followers.

Hild (2014) carried out a study on outreach and engagement through Instagram. The study reveals that Indiana University joined Instagram for sharing visual context. According to Abbot et al. (2013:1), academic libraries use Instagram to interact with library users and market library and promotional services.

2.4.3 Blogs, including micro-blogs

According to McGiboney (2009), micro-blogging is a blog option made popular by Twitter allowing users to post messages for others and follow the account and comment. Twitter is a service for friends and family to communicate and stay connected with one another through the exchange of messages by following each other.

2.4.3.1 Blogs

Gunelius (2014) describes a blog as an old type of social media platform, i.e. a website consisting of entries appearing in a sequential order with the most recent entry. Boxen (2008) notes that blogs are web pages consisting of user-supplied content and offering a social platform to reach users. Kumar (2015) indicated that by creating a blog one is able to contact many people at the same time and indicated that blogs are powerful tool to use in libraries.

2.4.3.2 Twitter

According to Cuddy et al. (2010), Twitter is a prospective tool that libraries use to engage with their users. Sewell (2013) maintained that most of the literature on Twitter is about information delivery. According to the study by Chu and Du (2012), Twitter is among the most adopted and used social media.

The study by Ezeani and Igwezi (2012) indicated that Twitter's support is the second highest of all social media platforms. The findings show that Twitter can be used to inform and keep library users and staff updated on library activities on a daily base. Twitter's disadvantage is that it is limited to 140 characters when one updates. Shiri and Rathi (2013) explained that libraries use Twitter to post news and make announcements and Makori (2010) indicated that it is among the most favourite social media tools used by university librarians.

Aharony (2012) carried a study on the use of Twitter in public and academic libraries that revealed that both categories of library use Twitter as a practical tool to communicate and share information on their services. According to the study by Al-Daihani and Al-Awadhi (2015), academic libraries use Twitter as an interactive and communicative platform to communicate with their followers. The study reveals that academic libraries use Twitter to market library services and promote the library collection and services to their users. The study also finds that most academic libraries with many followers are not active compared to those with fewer followers.

Carscaddon and Chapman (2013:12) commented on Twitter vocabulary, as follows:

- Tweet: message of 140 characters' message posted on Twitter
- Re-tweet: a tweet forwarded by someone to followers
- Hashtag: words preceded by # used as tags
- Mention: when someone uses @ Twitter in a tweet
- Followers: individuals or organisations that follow one Twitter account and automatically receive one tweet every time the account is updated
- Following: individuals or organisations that choose to follow others' accounts and receive their tweets.

According to Potgieter (2014:10), most companies have social media applications in place to attract customers and to market services to their users. The author added Google+ and Mxit as other types of social media that are available for companies to use to their advantage in marketing and communicating with customers.

2.5 SOCIAL MEDIA IN LIBRARIES

The early 1990s saw social media entering the library with the introduction of the World Wide Web (WWW) by Tim Berners-Lee. The National Library of Australia (NLA) in 2013 in their social media strategy of 2013-2014 indicated that social media plays an important role in libraries in achieving their mission and vision. The NLA also highlighted the benefit of having social media applications, which generate awareness and build relationships with library users through engagement and customer support.

According to Huang et al. (2015), few libraries adopted social media when the concept was originally introduced. Mohmood and Richard (2011:373) conducted a study on the adoption of

Web 2.0 in academic libraries. Figures on the use and adoption of social media in academic libraries have continued to increase. Librarians had not anticipated that social media could be sufficiently reliable for use alongside formal library services and saw no need to engage with library users through this medium. However, the use of social media in libraries was ultimately established by their use of Facebook (Chu & Du, 2013).

2.6 PURPOSE OF SOCIAL MEDIA APPLICATIONS

Social media applications have brought numerous opportunities and been used for various purposes within libraries. According to Stephen (2007), every librarian should strive to utilise new media to create ways to ensure the delivery of quality services. Stephen (2007) considers marketing and online interaction as the two main purposes of social media in academic libraries.

2.6.1 Marketing library services

According to Tuten (2008), social media marketing is online advertising aimed at users in light of social settings through social network sites to meet communication and branding objectives. Khan and Bhatti (2012) carried out a study using librarians, libraries and the attitudes of academics in information science on the usefulness of social media in marketing library services. The outcome of the study shows that social media is essential to these purposes.

Gauntner Witte (2014) studied the content generation and social network interaction within academic library Facebook pages and proposed that libraries use Facebook and Twitter to market the library with the aim to promote library services, information and news. Jain's (2014) study on the application of social media in marketing library and information services recommended that social media platforms are widely familiar and well-accepted for marketing library services. The paper suggests that social media should continue to evolve and that it is vital for libraries to create and use social media platforms successfully.

Islam and Habiba (2015) presented a study on the use of social media in marketing library and information science in Bangladesh. The results show that most libraries in the study use social media to advertise library activities as this helps them build a collaborative network with their users. The findings also reveal that social media is important to libraries as it allows users to create and share information and assists libraries to get closer to users and share knowledge.

Saw et al. (2013) explained that the majority of libraries use so-called media for a wide range of educational purpose, including group work and sharing information. Furthermore, they use social media on a platform for marketing and promotional media to convey information and make announcements. According to Manhood and Richardson (2011), academic libraries have effectively occupied with the usage of social web instruments, for most part to promote library services and give library users information.

Quadri and Idowu (2014) presented a paper at the 15th Annual IS conference at the University of Zululand (UZ), South Africa. The paper shows that librarians recognised social media applications as a means of creating interactions between a library and its users. The study shows that the level of awareness of social media tools among library staff affected the level of adoption and usage of social media tools. The presenters concluded that there is a need for awareness programmes through conferences, workshops and training for librarians.

Ofilo and Emwanta (2014) conducted a study showing that the creation of a Facebook group where librarians meet with one another and with other users is of great importance as it creates a social atmosphere for all forms of library and information communication and the delivery of all types of information services.

Chu and Du (2012) carried out a study on social networking for academic libraries. The researchers found that social networking tools that studied operational aspects were used for marketing and publicity. It was also found that Facebook and Twitter were used for marketing among respondents. Ezeani and Igwezi (2012) conducted a study indicating that most libraries use social media to market their services with Twitter. They state that it keeps staff and library users updated regarding frequently updated collections on a daily basis on a daily basis.

Aduko and Dadzie (2013) carried out a study to investigate challenges in the use of social media to market library and information services. The findings propose that Facebook and Twitter are popular social media tools used by students. The results also indicate that libraries use Facebook to inform users of new resources or services and to make announcements, such as library events and news. Other tools, such as instant messaging and Twitter, are used to market library reference materials and research services. The application of Twitter at the NYU health library is used as a marketing tool to university communities. Twitter is used as a tool

to promote events, news and resources for the university library. Krabill (2009) further indicated that Twitter is an advertising tool that provides links to library catalogues.

2.6.2 Online interaction

According to Aharony (2012), social media provides library users with the opportunity to be actively involved in collaboration, communicating and sharing information online. Aharony (2012) indicated that online social media has created new ways for individuals to share information and interact to great advantage.

Grainger (2010) indicated that consumer trust online and by word of mouth through social media platforms is a new way of communicating with consumers through social media. Hild (2014) carried a study where libraries share visually appealing photos with users through Instagram and engagement with the account is greatly increasing.

Tella and Oyedekun (2014) surveyed patrons on level of awareness, their preferences and the existence of online reference services through social networking sites. The results show that half of the patrons are aware that their university libraries are on a social network but the use of the online reference service has not increased. The findings show that an online reference service is more convenient than the traditional reference desk because communication with libraries is easily accessible anytime and anywhere.

Alonge (2011) suggested that academics should improve online interaction to enhance publicity for reference services and to promote the level of awareness amongst library users. This author reveals that Nigerian university libraries are far behind in using online reference services compared to university libraries in developed countries.

Tella et al. (2013) found that academic libraries provide online reference services to grow information needs. The results reveal that today's library users are technologically knowledgeable and multitask; they prefer to access a library online and seek information through reference librarians online.

Dickson and Holley (2010) performed a research study on social networking in academic libraries. The study indicates that social networking websites offer a promising outreach for academic librarians. The librarians believed that social networking provides a platform for

reaching library users beyond the traditional library buildings and a student can access the library through websites and communicate with their respective librarians.

According to Matthews (2007), college students do not depend on a traditional library but rather depend on online resources. With the rise of online resources available, students are loath to visit the library physically. The results also indicate that academic librarians can reach their patrons wherever they are.

Ramos and Abrigo (2011) presented a paper on digital reference services among academic libraries in the Philippines. The result shows that online referencing is not fully used; out of 356 academic libraries in the Philippines, only 22 used the services of digital referencing.

Ekwelem and Eke (2014:14) carried a study of digital references services at university libraries in Nigeria. The results reveal that digital facilities such as information and communication technology adequately met reference queries. The results also revealed that academic libraries in Nigeria are not very active with current awareness services or in marketing library services to reach their users. Del Bosque, Leif and Skarl (2012:208) analysed 296 academic libraries with a Twitter account and the results show that it is possible to interconnect with library users via Twitter.

2.7 BENEFITS OF SOCIAL MEDIA IN LIBRARIES

The use of social media in academic libraries improves communication between a library and its users (Collins, 2012). The findings from a study conducted by Philip (2012) on academic library use of Facebook in building a relationship with students suggest that Facebook is a mode of communication for students and that academic libraries are exploring it as a means of marketing and delivering services.

According to Breeding (2007), there are many social network opportunities that could be used by a library to connect with its users and with other librarians. The advantage of social networking in academic libraries is to connect with library users and social networking sites that would allow library users to stay updated on library activities and programmes. Breeding (2007) indicated that another advantage of social media in an academic library is that it can upload images of books for discussion groups. The findings also indicated that social networking allows libraries to advertise their services and activities to users.

Farkas (2007) indicated that libraries' use of social network sites to reach out to users and in turn for users to reach out to libraries by giving feedback to suggestions, could improve the level of service in the library. Elisha (2012) indicates that social media is one of many new technologies that are offering libraries the opportunity to reach out to their users.

Ayiah and Kumah (2011) presented a paper on social networking as a tool to use for effective service delivery to clients by African libraries. The paper finds that social media is a new technology that offers libraries a platform to reach their clients. It enables users to discuss with librarians and allows the library to interact with users and advertise library services and activities.

Kumar (2015) defines social networking as an online service that focuses on building social relations among people with common interests. Social networks assist libraries in sharing information with students in an easy way. Kumar (2015) outlines the benefit of social network in academic libraries, as follows:

- The primary function of any academic library is to acquire, store and disseminate information.
- Social media helps library users to create research abilities that they need in a world where information development and dissemination make increasing use of online information network.
- Social media mobilizes academic library services among the younger generation.
- An academic library uses social media to become aware of new arrivals through notices.
- The status of social networks is increasing among taught people, particularly adult youth in higher education and from input by librarians.

According to Ndlanyamandla and Chisenya (2016), a major challenge of using social media by university libraries is lack of staff to manage social media platforms. Another challenge is a lack of skills for content development. Maintaining a social media presence and lack of skills among library staff in using social media are affecting the use of social media by libraries. Aduko and Perpetua (2013) indicated that another disadvantage of social media is a lack of awareness of services and an inadequate infrastructure to access IT services.

2.8 POLICIES ON USE OF SOCIAL MEDIA IN LIBRARIES

Many scholars have identified the issue of restrictive and non-existent social media policies. Koos and Steiner's (2010) study found that the majority of academic libraries had no social media policies in place. A policy should be formulated from the time a social media application is in place.

Johnson and Burclaf (2013) explain that the development of social media policies gives libraries the opportunity to show and reconsider the intent of a library mission. The authors further explain that the library mission should drive library activities and present policies that reflect the purpose of using social media.

Taylor and Francis (2014) made a study on the use of social media by a library. The study argued that about 40% of libraries do not have any intention of introducing social media policies to their libraries. The findings also reveal that librarians are divided over the introduction of social media policies in libraries. They further indicated that some librarians are introducing social media policies to help in the management and content of social media in libraries.

According to Sonowane and Patil (2015), it is important to link the library's social media to its mission statement. The authors explain that the library mission should drive all the activities and present its guiding policies. Kooy and Steiner (2010) mentioned that libraries should make social media policies available by putting the links to policies posted on pages to remind users of institutional expectations.

According to Flynn (2012:2), employers must manage social media use effectively in order to protect their reputation and future by enforcing the social media policy. Shirky (2003) indicated that there are few discussions on social media policies in libraries although there are reviews on social software policies in some academic libraries. Shirky (2003) explained that social software includes social media and other Internet-based tools such as online forums and instant messaging.

Johnson and Burclaff (2013) carried out a study on the role of social media. The results indicated that out of 93 libraries with a social media presence only 17 indicated that they had a formal policy on the use of social media. The findings indicated that the majority of libraries

do not have a social media policy because no attempt had been made to establish one formally. Johnson and Burclaff also indicated that some libraries indicated that they had internal social media policies while some had used the university policy for their social media platforms.

Employees need to protect and manage social media platforms effectively in order to protect their reputation by applying social media policies (Flynn, 2012). According to Kooy and Steiner (2010), many academic libraries adopted social media platforms without checking the importance of social media in the organisation. Organisations such as libraries are mission-driven, and when engaging in social media platforms a policy should be prepared based on the mission and culture of the library (Flynn, 2012).

According to O'Connor and Au (2009), policies give libraries an opportunity to demonstrate and reconsider their mission. These authors indicated that mission-based goals are valuable in areas of speedy change such as social media. Johnson and Bacliff's (2013) study recommended that academic libraries should consider why they use social media and create a policy that reflects the purpose.

A study by Ndlangamandla and Chisenga (2016) indicated that the majority of university libraries in the Southern African Development Community (SADC) region do not have a social media policy and strategic guide. The study also noted that even though the libraries did not have policies, they had goals that they wanted to achieve. Burclaff and Johnson (2014) presented a study on developing a social media strategy. Their study advises academic libraries that it is important to think carefully and consider the purpose of using social media. Essoungou (2010) stated that when Africans go online they spend time on three social media platforms: Facebook, Twitter and YouTube.

2.9 INTENSITY OF SOCIAL MEDIA APPLICATION IN LIBRARIES

Kaplan and Haenlein (2010:61) note that social media is a group of Internet-based applications that allow the creation of a user exchange. Ellison, Steinfield and Lampe (2007) define social media intensity as a social media user-level action and engagement with social media. Kaplan and Haenlein (2010) examined three major social media platforms that relate to social presence, media richness and self-presentation.

Libraries should be clear about what to measure in monitoring social media platforms. Academic libraries should invest in reliable tools for managing and monitoring social media platforms rather than relying on site visits and the number of followers (Ndlangamandla and Chisenga, 2016). According to Funk (2012:154), to maintain focus on the level of social media would make it easier to navigate. Funk (2012) listed the following practices that ensure social media programmes are results-oriented:

- Use platform announcing of social media networks to follow the fans, followers, on-stage reach, and interactivity of your online network.
- Consider utilising monitoring programing like TweetDeck, HootSuite or Radian6 to tune in to the social discussion, tracking your brand impressions and the degree of positive supposition toward your image.
- Utilise web analytics software to measure movement and other benefits are flowing to you from social media.
- In the event that you add like-buttons and other social modules and interactive features to your site, use Facebook insights' reporting to tell you how much activity each button is producing, which of your content stimulates the most comments, and the demographic profile of the people collaborating with your site content.

Ndlangamandla and Chisenga (2016) conducted a study reporting that the majority of libraries are monitoring their social media buzz, posts, conversation and news. More than 50% of libraries measure the success of social media activities. In addition, about 64% of academics use free tools to measure the success of their social media activities and others used commercial tools. A few libraries indicated the specific tools they use to measure their social media activities, i.e. Hootsuite, Everypost and Tweetdeck. The findings confirm that the majority of libraries used site visit, number of followers, tweets and retweets to measure.

2.10 SUMMARY

This chapter provided an insight into the adoption and use of social media in academic libraries. Furthermore, it discussed the promotion and use of social media in library services. Social media and the Internet are changing the way libraries communicate and find information. Academic libraries are actively involved in technological change in accessing information and communicating with users. The literature indicated that:

- Social media is an important platform for change in academic libraries.
- Social media assist libraries to engage with clients.

- Libraries are monitoring their social media applications.
- Academic libraries discuss the use of social media as a platform to engage with users.
- Social media policies ought to be created and a mindfulness made on their accessibility to users.

The next chapter will explain the methodology used in order to accomplish the objectives of this study. The chapter will discuss the study's research approach, research design, research procedure, data collection methods, reliability and validity, data analysis and presentation, as well as ethical considerations that guided the study. The population and target population will be also be discussed

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed the literature related to the study. The review provided the researcher with some insight and understanding with regard to the adoption and use of social media in academic libraries. Chapter three discusses the methodology that was used in conducting this study. The first part of the methodology outlines the research paradigm, approach and design used for the study, followed by a description of the population, sampling and data collection methods. The study further discusses validity and reliability. Data collection methods and instruments, which include questionnaires and content analysis, are also presented. The researcher carried out a data analysis process and observed the ethical issues that were considered applicable during the implementation of the study.

According to Kothari (2004:8), research methodology incorporates the behind the methods to be utilised in the study and the motivation behind utilising a particular method for them to be evaluated by the researcher. Welman and Kruger (2004:2) indicated that research methodology alludes to the utilisation of various methods, techniques and principles in order to create scientifically obtained knowledge by means of objective methods and procedures within a particular discipline. Bryman (2016:40) defines research methodology as a technique used to collect data, which involves instrument such as a self-administered questionnaire, a structured interview, or a participant observation.

3.2 RESEARCH PARADIGM

Kuhn (1962) described a paradigm as a ‘cluster of beliefs, which directs a researcher to choose what ought to be concentrated and how results should be deciphered’. Brink, Van der Walt and Rensburg (2012:25) indicated that paradigm assist the researcher to be fully focused in thinking, observing and deciphering a procedure. It is a way of looking for a set of philosophical assumptions and guides one’s approach to enquiry. Polit and Beck (2012:11) consider a paradigm to be a general perspective on the complexities of the world. It is influenced by the way people view reality. Hussey (2009) further explains that target reality implies that the researcher considers reality to be free and not affected by the activity of individual, while abstract reality relies upon actions of individuals.

Many paradigms have been formulated due to people's perceptions about reality changing over time. According to Saunders, Lewis and Thornhill (2009), research approaches, designs/methods and research questions are guided by a research paradigm. Denzin and Lincoln (2005:22) refer to a paradigm as 'the net that contains the researcher's epistemological, ontological, and methodological premises'.

Theoretical paradigms are classified as positivist, interpretivist, transformative, pragmatist and deconstructivist (Mackenzie & Knipe, 2006). According to Kauda (2011), the development of a paradigm is influenced by the way people view reality, i.e. objective or subjective. Collis and Hussey (2009) indicated that a positivist paradigm is related to quantitative methods, under a study that can be measured, while Hussey (2009) stated that another paradigm, which is derived from a lack of positivism, was an interpretive paradigm. Hussey (2009) further indicated that an interpretive paradigm focuses on explaining phenomena rather than measuring as it is in a positivist paradigm.

According to Hussey (2009), a positivist paradigm began from the natural sciences in the nineteenth century, and the fundamental suspicions behind it is that social truth is autonomous and the investigation of this truth won't influence it. The objective is to find theories based on the empirical research conducted through analyses and perception. One of the principles of positivism states that a study must begin with information gathering instead of speculation (Creswell, 2014). A positivist paradigm in research is commonly aligned with quantitative methods of data collection and analysis because it expects that the wonders under the study can be estimated (Mackenzie & Knipe, 2006). Positivism is a paradigm that inclines working with observable noticeable social reality in a exploration study, and it contents that the finished results of such research can be law-like speculations like those created by natural science.

Another paradigm that derived from the lack of a positivist paradigm is the interpretive paradigm. In the interpretive paradigm qualitative analyses are used such as focus group, interviews, etc. The interpretivist paradigm tends to rely on respondents' view of the situation studies and the impact on the background and experience of respondents (Creswell, 2014). According to Creswell (2014), qualitative research attempts to make sense of interpretations in terms of the meaning people bring to them.

As the aim of this study was to investigate the adoption and use of social media in academic libraries in South Africa, the appropriate paradigm was based on the definition and characteristics presented. This study employed a positivist paradigm, which is related to quantitative approaches. Quantitative research believes in maintaining objectivity from the respondents to eliminate any form of subjectivity that could be bias (Amin, 2005; Kauda 2011). The positivist approach relies on scientific evidence such as statistics (Kauda, 2011). A researcher can receive and analyse questionnaires from respondents whom he/she has never met (Collis & Hussey, 2009). The research process is completed using quantitative analysis. In this study, 78 questionnaires were distributed to academic libraries in South Africa to collect quantitative data and conclusions were made from the responses. As a result, the findings from the study are quantifiable and communicated numerically.

3.3 RESEARCH APPROACH

Creswell (2014:3) defines a research approach as the plan and procedures for research that extend from broad assumption to detailed methods of data collection, analysis and interpretation. Creswell further states that the determination of a research approach depends on the idea of research problem. Creswell (2014) and Maree (2016) have indicated that there are three research approach, to be specific qualitative, quantitative and mixed method research. Qualitative and quantitative approaches to research are well established in social science and the mixed methods approach is growing in prominence. Maree (2016:307) further indicated that each approach has its own purpose, way of collecting and analysing data and methods of conducting the inquiry.

3.3.1 Quantitative research

Quantitative research is a methodology of testing speculations by examining the relationship among (Creswell, 2014:12). These factors can be estimated, regularly on instruments, so that numbered information can be analysed using factual strategies. According to Punch (2014:253), quantitative research involves measurements, commonly of numbers of variables. Creswell (2014:155) proposes that analysing connections between and among factors is key to responding to questions through tests.

Punch (2014:3) defines quantitative research as an empirical research where data are in the form of numbers. It refers to the whole process, which involves a collection of methods as well

as data in numerical form. According to Jensen and Laurie (2016:12), quantitative research is based on numerical data and is used to answer numerical questions.

The quantitative method investigates quantities of a phenomenon; it relies upon measurements and uses various scales such as graphs, charts and tables. Quantitative research focuses on control of all the components in the actions and representations of the respondents where variables are controlled and the focus is on how they relate with one another (Henning, Rensburg & Smit, 2004).

The quantitative research approach is a means of testing theories by examining the relationship among variables (Bryman & Bell, 2011:167). According to Creswell (2014:7), the quantitative research approach starts by identifying the problem based on trends in the field. The quantitative research approach tries particular measurements and largely answers questions related to who, how many, how much and how often (Jackson, 2014:225). Kumar (2014:14) defines the quantitative approach as a philosophy of rationalism that follows a strict, systematic set of procedures to explore. Du Plessis (2014:3) indicated that the quantitative approach addresses the problem and uses a systematic standardised approach to get answers to questions. This study adopted a quantitative research approach, because it gives statistical data on various issues concerning the adoption and use of social media in academic libraries.

3.3.2 Qualitative research

Qualitative research is an approach for investigating and understanding the significance of people and gatherings credit to a social or human issue (Creswell, 2014:13). The research problem involves emerging questions and procedures where data is typically collected in the participant's setting. The data analysis inductively builds from particular to general themes and the researcher makes interpretations of the meaning of data (Creswell, 2014:13). Qualitative research methods are worried about collecting information and examining in numerous forms as a potential and it tends to include relatively enormous scope portrayals of information (Baxter, Hughes & Tight, 2010:65).

Some information cannot be measured effectively using qualitative data. In that case, qualifying words and descriptions are used to record aspects of the world. According to Henning, Rensburg and Smit (2004), qualitative research investigates the qualities of phenomena; it focuses on finding out why and how certain things happen in the manner in

which they happen, when they do. Qualitative research takes any longer and require prominent clearness of objectives during design stage and it can't be broke down by running computer programs.

According to Barbour (2014), qualitative research responds to various questions to tended by quantitative research. Qualitative research can't address questions such as 'how many?' or 'what are the causes?' However, it can give comprehension of how authority figures are made through social processes. The study will not use the qualitative approach it does not permit the research to go beyond statistical results.

3.3.3 Mixed methods research

Mixed methods research is an approach to deal with request including gathering both qualitative and quantitative data, coordinating the two types of data and utilising distinct designs that may include philosophical presumptions and theoretical frameworks (Creswell, 2014:14). Johnson and Christensen (2008:34) explain that mixed methods refers to mixes of qualitative and quantitative research approaches by the researcher into a single study. Research includes the collection and investigation of both qualitative and quantitative data. Both qualitative and quantitative approaches have their shortfalls or weaknesses and advantages. By combining and using them together one has a more complex understanding of the problem. Where one method fails, the other complements it (Creswell, 2014).

Rajasekar, Philomation and Chinnathambi (2013:5) define research methods as precise approach to determine the issue. Research methods establish an empirical study of examining how research is to be directed and furthermore as the investigation of methods by which information is obtained. This research used the survey method. A survey, as explained by Blair, Czaja and Blair (2014), collects information by interviewing a sample of respondents from a very much characterised population. However, Fox and Bayat (2010:87) suggest that a survey is a cross-sectional design typically using questionnaires involving a given population and collecting data on several variables. Creswell (2014:155) defines a survey as a structure that give a quantitative description of trends, perspectives or opinions of a population by studying a sample of that population. Plooy-Cilliers, Davis and Bezuidenhout (2014:148) explain a survey as a means of inspecting something carefully. Mixed methods was not used in this study because mixed method research applies when a study opts for both a quantitative and qualitative research approach.

3.4 JUSTIFICATION FOR THE ADOPTION OF QUANTITATIVE RESEARCH

The method of gathering data will be quantitative in nature. The quantitative study concentrates around factual proof gathered utilising a questionnaire and content analyses. For the purpose of this study, a quantitative research approach has been used to obtain data from respondents through questionnaires and content analysis. The choice of a quantitative approach in this study was informed by the nature of the research being conducted as reflected in the problem statement, purpose and objectives of the study, all of which are best answered through quantitative data.

A further justification on the choice of this method is because the study involved the adoption and use of social media in academic libraries in South Africa with the intention of understanding when social media had been adopted and what kind of social media is used in academic libraries. The survey is a highly appropriate design for investigating the adoption and use of social media in academic libraries in South Africa. Most of the studies reviewed on the adoption and use of social media in academic libraries used the quantitative research approach.

3.5 RESEARCH DESIGN

Research design alludes to a calculated methodology of conditions for assortment and analysis of information that intends to consolidate relevance to research purpose (Cooper & Schindler, 2008:140). Punch (2009:113) outlines research design as a depiction of the technique from which the information is gathered and analysed. Several authors, such as Cooper and Schindler (2011), Leedy and Ormrod (2013) and Cohen, Manion and Morrison (2011) talked about few research designs that may be valuable when implementing a study. These include, amongst others, grounded theory, case study, survey research, historical research design, meta-analysis design, content analysis, and experimental design. This study used survey and content analysis designs.

3.5.1 Survey design

Saunders, Lewis and Thornhill (2009:145) define survey design as the depiction of wonders and documentation of parts of a circumstances. Bryman (2012:716) defines survey design as a cross-sectional design with which data is gathered, overwhelmingly by a self-finished questionnaire at a solitary point in time so as to gather a collection of quantifiable data in

connection with at least two factors . There are number of reasons why researchers prefer to use a survey opposed to other research design (Blair, Czaja & Blair, 2014). They include:

- Surveys are reasonably the cheapest way of finding information.
- Data can be revised based on existing facts and opinions.
- Survey questions can be characterized in a numerical form.
- Surveys are very useful in labeling the features of a large population.

Blair, Czaja and Blair (2014) listed four different types of surveys.

3.5.1.1 Mail survey

This is achieved by sending a brief pre-notice letter and afterward a detailed introductory letter and questionnaire to a particular individual or address. This type of survey is relatively inexpensive and needs few human resources. Maree (2016:176) states that questionnaires are mailed or emailed to respondents who read the guidelines and answer the questions. The advantages of this method are:

- Questionnaire can be completed at a convenient time by the respondents
- Respondents have time to check personal records if necessary.
- Respondents will not be affected by the presence of the interviewer.
- Using a questionnaire is relatively cheap and it is easy to use.

3.5.1.2 Internet survey

This is an increasingly popular form of a self-administered survey. It is done by connecting to the Internet and completing a questionnaire which is then sent and received almost instantly.

3.5.1.3 Telephonic survey

Telephone numbers are selected in a variety of ways. Numbers can be chosen haphazardly from a phonebook or through some form of random digit dialing. The survey can also be from a membership directory. Plooy-Cilliers, Davis and Bezuidenhout (2014:151) explain that a telephone survey is similar to a mail survey, except that one can call the respondents and interview them over the phone. The advantage of using the telephone survey is that is inexpensive. Maree (2016:177) listed the advantages and disadvantages of a telephone survey. With these method respondents are phoned by the interviewers who ask questions and record answers.

3.5.1.4 Face-to-face survey

Personal information is usually gathered by an interviewer at the home or office or at another area that is advantageous for the respondent. The key element is that the respondent and interviewer are together in the same location. It is used in order to get a higher response rate using more than one method.

In this study, the choice of survey design was informed by the embraced research approach, the method of analyzing data and the nature of the data that was to be collected. By using this design, it was conceivable to research a wide scope of issues from the sample population and generalise them to the objective population of academic libraries in South Africa. The survey research design also enhanced the gathering of standardized information by using questionnaires across the target population and it empowered checking the validity of questionnaires through pre-testing prompting to reliability of results.

In order to overcome the weakness in survey design, the study pre-tested the questionnaire, which helped in improving its language, structure and sentence construction. Pre-testing of the questionnaire also helped to ensure that respondents understood the questions in the same way.

In order to examine the adoption and use of social media in academic libraries in South Africa, a mail survey was used for investigation, as it was the most appropriate method to pursue this study. The researcher preferred a survey because it is suitable in cases of descriptive research. Kothari (2004) mentioned that in a survey data is collected directly from the respondents. In a survey, the researcher does not influence respondents' responses (Kothari, 2004).

3.5.2 Content analysis

Krippendorff (2013:24) defined content analyses as an exploration system for making replicable and legitimate inferences from texts to the settings of utilisation. As a research technique, content illuminates informs practical actions, gives new bits of knowledge and expand the researcher's understanding of specific wonders. Singh and Baack (2004:25) define content analysis as a research technique for making valid inferences from data to their context.

According to Krippendorff (2013:29), content analysis is a broadly utilised research method for a quantitative assessment of content. The content analysis method has been utilised in the field of traditional communication as well as in human computer interaction (Okasaki & Rivas, 2002; Singh & Baack, 2004). Content analysis may be applied to books, newspapers, personal journals, legal documents, films, television, art, music, videotapes, and transcript of conversions, blog and bulletin board (Leedy & Ormrod, 2014:150).

Neuendorf (2002) indicated that content analysis empowers the analysis of data to be organised and might be utilised in quantitative and qualitative studies. According to Krippendorff (2013), quantitative content analysis, then again, is a research technique used to make legitimate and solid deduction from the data to their context. Krippendorff (2013:88) distinguishes a couple of advantages of content analysis:

- It is unstructured.
- It inspects the artefact (e.g. content, images) of correspondence itself and not the individual legitimately.
- It is setting dedicate and ready to adapt context-sensitive and able to cope with huge amount of data.
- It is unobtrusive.

In this study, the content analysis (Appendix B) method was utilised to examine the policy documents as well as the data obtained from academic libraries' websites of the 26 universities in order to discover which social media icons are available on their websites and to verify data on library websites.

3.6 TARGET POPULATION AND SAMPLING

Leedy and Ormrod (2015:253) define population as the total group of people from whom the information is required while Welman, Kruger and Mitchell (2005:52) explain a study population as the entire collection of the unit of analysis which the researchers wish to investigate and draw conclusions. Population refers to the entire group of people and objects that are the focus of the research (Mugenda, 2008:181). It follows therefore that the target population comprises units of analysis (including people). Ngulube (2005:133) states that it is important for researchers to define population before collecting samples.

All 78 staff members of academic libraries formed the population. The study drew its population from the administrators of social media, librarians and IT technicians in 26 academic libraries in South Africa. The study targeted the full population and focused on administrators of social media, librarians and IT technicians from each academic library. The target population of this study consisted of librarians working directly with social media in university libraries. The study anticipated that librarians, social media administrators and IT technicians working with social media in university libraries in South Africa would be in a strong position to provide information on the adoption and use of social media in academic libraries.

All 26 university libraries in South Africa were included. Branch libraries were not included. Twenty-six librarians from all the university libraries in South Africa working directly with social media were targeted as respondents in the survey. Twenty-six IT technicians or system librarians working close with the library on IT-related issues were also approached to participate in the survey as were social media administrators.

The focus of the study was on administrators of social media, librarians and IT technicians. The actual sample of respondents in the survey totalled 78, which consists of administrators of social media, librarians and IT technicians. Given that the population was small, sampling was not done in the light of the fact that the questionnaire was submitted to all 78 respondents. The researcher opted to study the whole population since the sample is small. Fox, Murray and Warm (2003:173) contented that for a small population of under 200, the general guideline is that there is no compelling reason to apply any sampling method.

3.7 SAMPLING METHODS AND PROCEDURES

Contingent upon the size of population and the motivation behind the study, a researcher can choose a subset of the population to consider, which is alluded to as a sample (Laurie & Jensen, 2016:88). According to Jensen and Laurie (2016:92), there are different types of techniques for sampling, categorized into probability sampling techniques and non-probability sampling techniques. Probability sampling techniques are designed in such a way that any individual in the target population has a chance of being part of the sample. Non-probability sampling is used when members of the population do not have the equal likelihood of being selected to be part of the sample (Jackson, 2015; Jensen & Laurie, 2016). Probability sampling consists of simple random sampling, cluster sampling and stratified sampling. Non-probability sampling

includes convenience sampling, quota sampling, snowball sampling and purposive sampling (Cresswell, 2014; Jackson, 2015; Jensen & Laurie, 2016).

According to Brynard, Hanekom and Brynard (2014:61), the sampling technique can be applied in a situation where the population to be studied is large and in order to complete the research within an acceptable period. In certain circumstances, a sampling frame does not exist; in such cases the researcher choose some other method of choosing the sample. In cases where the sample is small, the researcher may consider studying the whole population (Mugenda & Mugenda, 2003).

The researcher opted to study the whole population since the sample is small. A content analysis was conducted covering social media to identify information available on university websites. A checklist covering attributes considered necessary for evaluation of social media consulted during the study was used to evaluate. The content analysis included all social media used by the 26 academic libraries in South Africa.

3.8 DATA COLLECTION METHODS AND PROCEDURE

According to Orodho (2003), data collection instruments are utilised to gather data from the respondents. Kothari (2004:96) states that various methods can be utilised to gather study information. Good (2000) listed five commonly used instruments in social science, which are:

- Questionnaire
- Interview
- Document analysis/study
- Observation
- Checklist.

Mugenda (2008) outlined different data collection instrument and techniques as shown in Table 3.1.

Table 3.1: Data collection instruments and techniques

	Data collection instruments	Data collection techniques
1.	Questionnaires	Self-administered in hard copies; electronic form
2.	Structured forms and document	Content analysis of objects, themes, existing Study records and documents
3.	Interview guides	Face-to-face interview or telephone interview
4.	Observation checklists	Observation of events, actions
5.	Discussion guides	Focus group discussions and group interviews

The data collection methods used in this study included a questionnaire and content analysis. The researcher ensured that the research questions, objectives and problems formulated were tailored to offer insight into the research questions. According to Brynard and Hanekom (2006), the understanding of the respondent is estimated and not the quality of the respondent. Therefore, the questionnaire for assessing the attributes should be legitimate and reliable.

McDaniel and Gates (2001:289) indicated that for a researcher to accomplish the research project a measuring instrument should be designed. Churchill and Brown (2007:70) indicated that a well-structured questionnaire improves the research results and reduces mistakes when collecting data. In order to develop concrete data for the research a questionnaire needs to be systematically planned (Hair et al., 2006:441). Cumming, Kohn and Hulley (2013) view a questionnaire as an efficient and effective way of data collection as it can be administered to a large group of people at the same time and results can be easily summarised and measured.

Ngulube (2003:34) defines a questionnaire as a technique of collecting data in the absence of a researcher in which a respondent is asked to give answers to a set of questions. Ngulube (2003:206) further stated that a questionnaire allows respondents to answer questions at the times that suit them. Questionnaires are used mostly to acquire important information from the study about the population (Mugenda & Mugenda 2003).

Questionnaires are the cheapest instrument to administer, because they can cover a comprehensive geographical area (Good, 2000). Mugenda (2008) indicated that there are various instruments used to collect data depending on the type of information for research. The study used questionnaires and content analysis of websites to obtain answers to research questions in collecting the required data. In this study both open-ended and closed-questions were posed. The questionnaires were distributed to respondents by email. A questionnaire has points over other research techniques in the sense that its dissemination is generally practical as far as time, money and travel. The researcher can send questionnaires to a more extensive area for the respondents to complete when whenever the timing is ideal. The utilisation of questionnaire bears respondents the opportunity to react anonymously and straightforwardly (O'Leary, 2004:154-155).

Moyane (2007) indicated that a written questionnaire can be sent through mail or email with clear guidelines on the best way to respond to questions. The researcher emailed all questionnaires to all respondents with a clear message on how to answer the questions. The researcher also visited all the library web pages of all the academic libraries and checked whether the libraries had a link to the social media platform adopted.

Content analysis is described as a method for counting in a text because it is thought there is more or less of something in the text (Boréus & Bergström, 2017). Content analysis is described as the deliberate, objective, quantitative analysis of message qualities. It incorporate both human-coded analyses and computer-aided text analysis (Neuendorf, 2016).

3.9 VALIDITY AND RELIABILITY

Validity refers to precisely how questions on the questionnaire define the construct that such questions intend to measure. It refers to choosing the correctness of questions in each category because questions should give accurate consideration of the construct (Colman & Briggs, 2002:61). Babbie and Mouton (2005) propose that validity is present when the researcher conducts research having previously taken measures to ensure the integrity of the study.

Furthermore, these authors also pointed out that the formulation of questions must be simple and clear.

Cooper and Schindler (2011) consider that reliability refers to the consistency of questions within a specific category and that the data collection is both consistent and stable. Cohen and Mansion (2011) view reliability as a process that is consistent and reasonably stable over time and across methods. Reliability is controlled by the accuracy of the instrument and the degree to which the instrument yields comparative outcomes under equivalent conditions (De Vos, Strydom, Fouche & Delport, 2005:163).

A pilot study was carried out for this study at North West University library. Ten (10) copies of the pre-testing questionnaire were distributed to library staff members. Nine of the ten questionnaires were returned providing a response rate of 90%. All questions were answered. Jansen and Laurie (2016:160) state that the purpose of a pre-test survey is to confirm that the intended meaning of the survey questions is clear to respondents and helps clarify problems. The purpose of a pilot study is to identify problems from the instrument and help to discover potential arrangements (Mugenda & Mugenda, 2003). Hence the validity of data collected in the study was ensured.

In addition, suggestions and comments by respondents were taken into consideration. The respondents indicated that there was no space to tick on questions 23 and 29. With the help of the respondents, the researcher was able to add blocks and correct the questionnaire.

3.10 DATA ANALYSIS AND PRESENTATION

Data analysis involves summarizing the data and presenting its meaning in a way that gives answers to the questions that originated from the study (Fox, Murray & Warm, 2003:178-9). Kent (2015:67) mentioned that data analysis is not only about performing statistical calculations on numerical variables. By contrast, it is making sense of a dataset and formulating alternative ways of approaching analysis.

Punch (2014:252) mentioned that quantitative data is analysed using statistics. There are scores written for the field of statistics and there is no point of producing another. Kent (2015:164) explains that research findings must be reported and statistical methodology generally means applying a statistical computer program. The most widely used package is SPSS (Statistical

Package for the Social Science). Field 2000 explains that manuals for major packages contain very useful guidance for the use of the various methods.

Collected quantitative data was analysed using SPSS software including statistical analysis and graphics. Data was presented using graphs, percentages and tables. Follow-up checks were also conducted on the websites of the 26 libraries. The researcher visited each library website to locate any indication of social media applications. The universities that participated are CUT, DUT, MUT ,NWU ,RHODES ,SMU ,SPU ,Stellenbosch ,UFH ,UFS ,UJ ,UKZN ,UL ,UP ,UWC ,WITS and UNIVEN. Fox, Murray and Warm (2003:173) indicated that with a small population of less than two hundred there is no need to apply any sampling method. They argued that the researcher should obtain at least 50% of the population response rate.

Questionnaires (Appendix A) were sent to academic libraries in South Africa. Seventy-eight (78) online survey questionnaires were sent to 26 academic libraries, from which 48 respondents completed and returned the questionnaire. The overall response rate of 61% was deemed adequate for the researcher to proceed with analysis of the findings. According to Neuman (2014:342), a 50% response rate from which to draw conclusions in a social research survey is considered acceptable. In addition, the researcher scanned the websites and social media platforms of the 26 libraries.

3.11 ETHICAL CONSIDERATIONS

According to Neuman (2006), research ethics refers to a code of conduct and norms of behaviour while conducting research. This study was carried out in consistence with ethical principles set out by Unisa's policy on research ethics (2012:15). The policy states that personal information and records provided by respondents should remain confidential. The policy also states that all data collected from the respondents and security procedures for the protection of privacy must be maintained by ensuring that names of respondents are not indicated on the questionnaire. Ngulube (2003:233) calls attention to that ethics are the key to creating moral standards that can be applied in any circumstance where real mischief or potential damage should be possible to an individual or group.

Ethical clearance (Appendix C) was obtained from the Department of Information Science on behalf of the university. During data collection, the respondents were informed of the purpose

of the study and that participation was voluntary. Respondents were assured that the information they provided would be used for the purpose of this research only and that complete anonymity was guaranteed. The responses were kept strictly confidential and the findings of the study would be reported in a complete and honest way.

Also obtained was ethical clearance (Appendix E), from the following universities: Wits, UFH, DUT, CUT and UNIVEN, which was required from each university's research ethics committee. A copy of a proposal, questionnaire and a letter requesting permission to conduct research are attached.

3.12 EVALUATION OF RESEARCH PROCEDURE

This study used the quantitative method. The method of questionnaire and content analysis proved to be helpful as the data collected through questionnaires compared to that obtained through the content analysis of websites. Ngulube (2005:48) states that every research method is imperfect in some aspect; imperfection of research methods certainly casts at least a hint of doubt on the findings.

Many challenges were experienced during data collection. The researcher experienced the challenge of obtaining ethical clearance from other institutions through the relevant university research office. Most research committees meet once in a month. The second challenge was the availability of respondents to respond to the questionnaire. Some respondents had to be reminded and contacted by phone to obtain a response while others failed to respond even after several reminders. However, the researcher did manage to collect data for a period of four months (April, May, June and July). The University of Mpumalanga responded through an email indicating that it had recently been established and had not yet adopted any kind of social media platform. Other universities failed to respond to emails even after a phone call. In addition, the researcher failed to obtain ethical clearance from their research office. However, the researcher was finally able to retrieve some questionnaires from other respondents. Some libraries were omitted from the study because by the time the researcher had analysed the data collected they had not returned the questionnaire or provided ethical clearance from their institution.

3.13 SUMMARY

The chapter discussed the methodologies followed to conduct this study. The chapter discussed the study's research approach, research design, research procedure, data collection methods, reliability and validity, data analysis and presentation as well as the ethical considerations that guided the study. The data collection methods and instruments consisted of a questionnaire and content analysis of websites. Questionnaires were administered to the survey respondents, while content analysis was conducted on library websites. Data analysis was completed using the applicable data analysis techniques for different types of data. The use of statistical analysis in this study was relevant and appropriate. Data analysis was done using SPSS software. Ethical issues were observed in this study and data collection tools were non-intrusive, while confidentiality was guaranteed to the respondents.

The researcher experiences few challenges during the research process. Some of the challenges include time constraints, financial constraints and the rate of response to the questionnaire. The next chapter will present data collected for this study.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the results obtained from the questionnaire. The purpose of this study was to investigate the adoption and use of social media in academic libraries in South Africa. The results were presented according to the research objectives as discussed in chapter one, as follows: (i) types of social media available and used; (ii) purpose or activities and services for which social media is applied; (iii) benefits associated with the application of social media in academic libraries; (iv) policies and/or guidelines for the integration and use of social media; and (v) intensity of social media use.

4.2 RESPONDENTS' DEMOGRAPHICS

The demographic information sought from the respondents included gender, age, job title, highest qualification, name of the library, province the library and library location area because they could partly explain the use of social media tools and related activities in the sample under study. The results on the gender of library staff member are presented in Figure 4.1 The results show that of 48 responses, 19(40%) were male and 29(60%) were female.

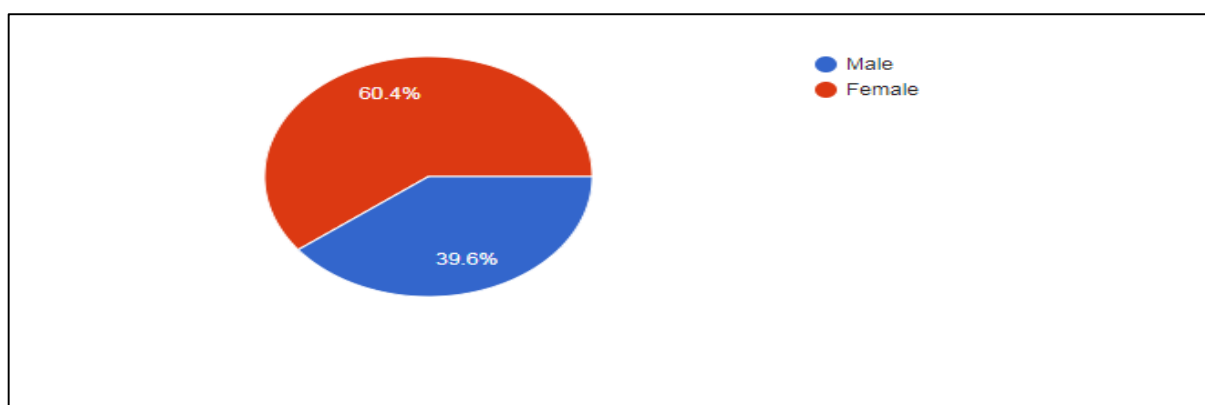


Figure 4.1: Gender of respondents (n = 48)

4.2.1 Age of respondents

Respondents were asked to specify their age range, shown in Figure 4.2. The results suggest that 1(2%) respondent was aged 26-30 years; 7(15%) were 31-35 years old; 15(31%) were 41 to 50 years old and 6(12%) were 51 years and above. The majority of respondents were in the age range of 36-40 years at 39.6%. The results indicated that 0(0%) respondent was aged 18-25.

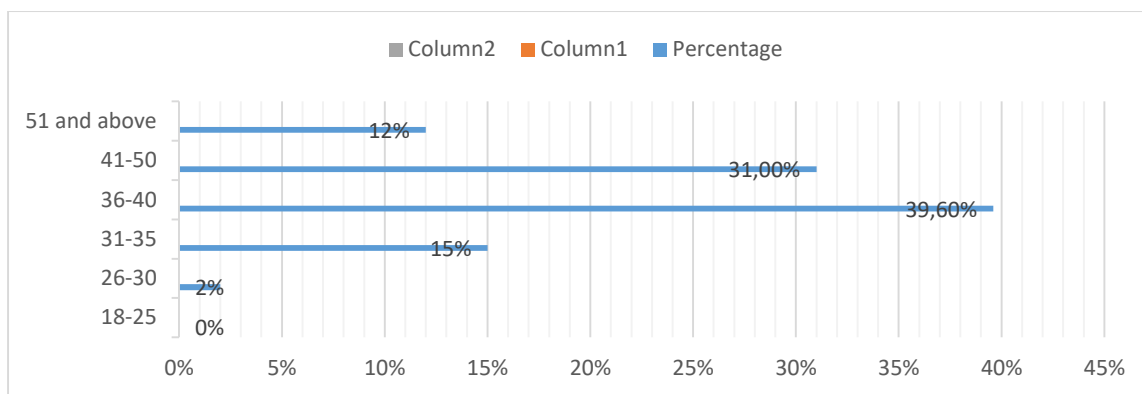


Figure 4.2: Age of respondents (n = 48)

4.2.2 Job title

The respondents were asked to provide their job title and Figure 4.3 shows that 26(54%) were librarians; 6(12%) were system librarians; 6(12%) were senior librarians; 4(8%) were deputy director library; 4% were IT technicians and 4(8%) had other job titles which they did not specify.. The results indicate that a library director does not manage social media in an academic library. The permission letters were forwarded to all directors of academic libraries in South Africa. The directors forwarded the survey to other library staff members.

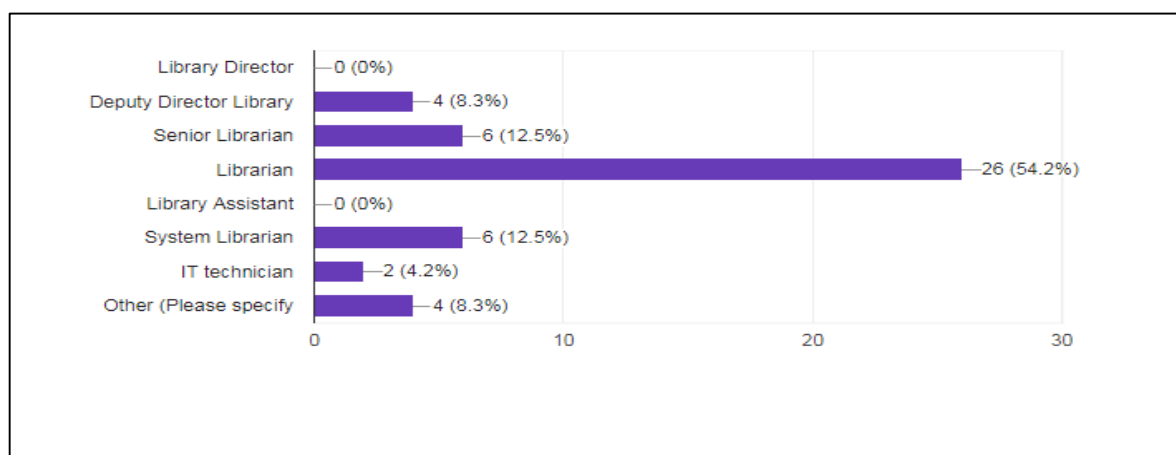


Figure 4.3: Job title of respondents (n = 48)

4.2.3 Level of qualification

The results show that of the 48 respondents, 19(40%) have an honours degree as the highest level of qualification; 18(37%) hold a bachelor's degree; 7(15%) hold a master's degree; 2(4%) were diploma holders, and (1)2% have a postgraduate diploma in information studies.

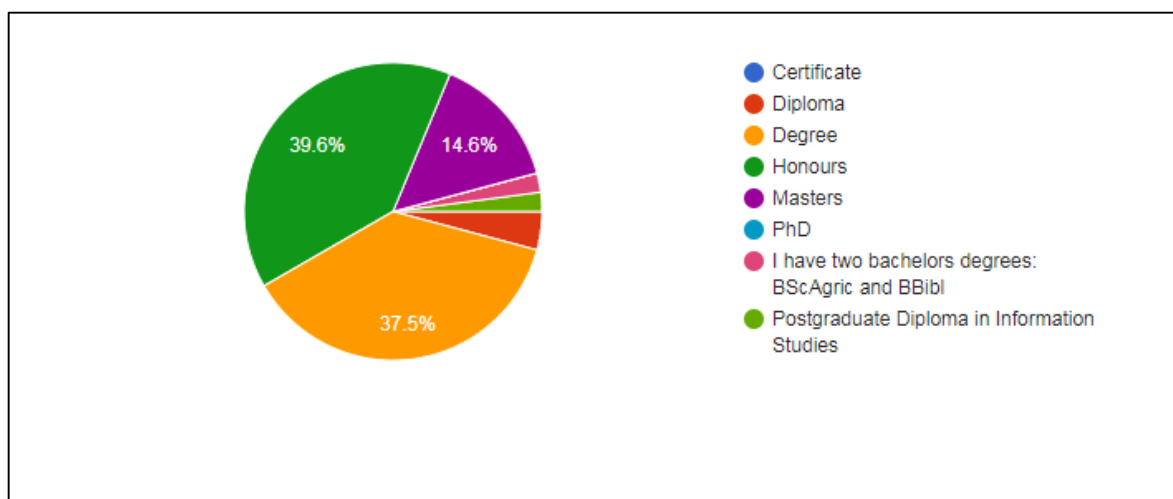


Figure 4.4: Highest qualification of respondents (n = 48)

4.2.4 Institutional affiliation

Respondents were asked to indicate the name of the academic library at which they are employed. The researcher only managed to get feedback indicating 17 institutions. The other respondents did not indicate the name of the academic library. Table 4.1 indicates the number of respondents per institution.

Table 4.1: Number of respondents per institution (n = 48)

Institution	Frequency
CUT	3
DUT	3
MUT	3
NWU	3
RHODES	3
SMU	3
SPU	2
Stellenbosch	3
UFH	3
UFS	2
UJ	3
UKZN	3
UL	3
UP	3
UWC	2
WITS	2
UNIVEN	3
No indication	1

Total	48
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4.2.5 Respondents per province

Respondents were asked to indicate the province in which their library is located. Table 4.2 shows that of 48 respondents, 4(23%) were in Gauteng; 3(17%) in Kwa-Zulu Natal; 2(12%) in Limpopo; 2(12%) in Western Cape; 2(12%) were Eastern Cape; 2(12%) were in the Free State; 1(6%) was in the Northern Cape and 1(6%) were in North West.

Table 4.2: Respondents per province (n = 48)

Provinces	Number of Libraries	Percentages
Gauteng	4	23%
Limpopo	2	12%
KwaZulu-Natal	3	17%
Western Cape	2	12%
Eastern Cape	2	12%
Free State	2	12%
Northern Cape	1	6%
North West	1	6%

4.2.6 Library location

Figure 4.6 provides the geographic location of the libraries. The results show that most libraries are in an urban area. Twenty-six (54%) respondents indicated that their libraries are in urban areas; 14(29%) are located in a semi-urban area and 8(17%) in rural areas.

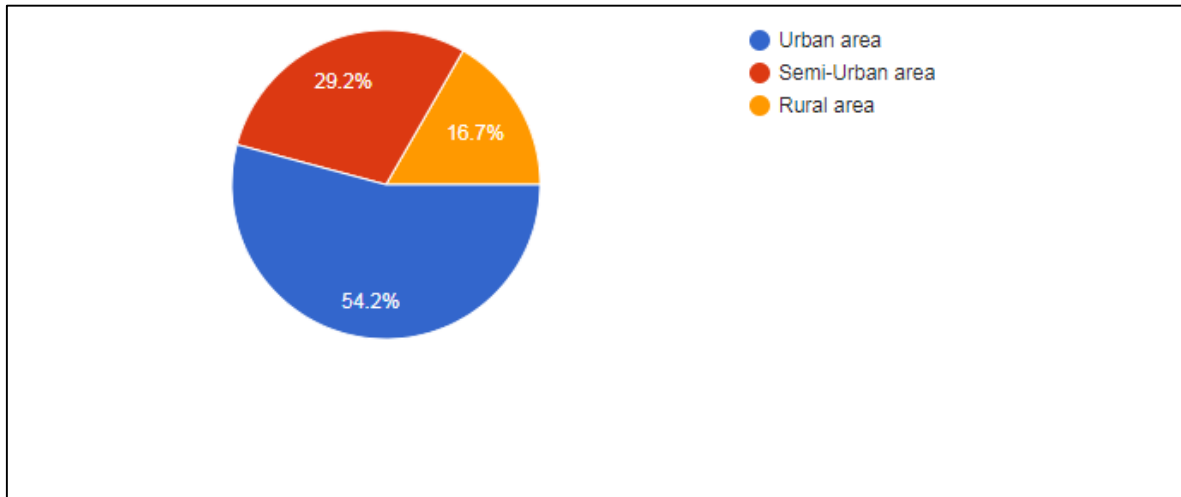


Figure 4.5: Respondents per location (n =48)

4.3 TYPES OF SOCIAL MEDIA AVAILABLE AND USED IN THE LIBRARY

This section collected data on the types of social media available and used in academic libraries. Closed-ended questions were used in this section to gather information on the types of social media used by academic libraries. These questions were asked in order to obtain a clear perspective of respondents on the types of social media that are available in their libraries.

4.3.1 Social media platforms used

Respondents were asked to select the social media platforms used by academic libraries in South Africa and results are presented in Table 4.2. They show that Facebook was the most used platform with 40(83%); Twitter 30(63%); YouTube 27(56%); blogs 22(46%); Skype 11(23%); WhatsApp 11(23%); Dropbox 10(3%); Instagram 7(15%); RSS 6(13%); and others 2(4%). Eight (17%) respondents did not select Facebook from the list of choices, as it did not apply in their cases. The results also showed that 45(94%) respondents indicated that LinkedIn was not applicable in their libraries. In addition, 6(13%) of the respondents indicated using RSS while 42(33%) respondents have indicated that RSS did not apply in their cases.

Table 4.3 Social media platforms (n = 48)

Social media platforms	Response frequency	Not applicable
Facebook	40 (83%)	8 (17%)
Twitter	30 (63%)	18 (37%)
Instagram	7 (15%)	41 (85%)
Youtube	27 (56%)	21 (44%)

WhatsApp	11 (23%)	37 (77%)
Skype	11 (23%)	37 (77%)
Blogs	22 (46%)	26 (54%)
RSS	6 (13%)	42 (87%)
LinkedIn	3 (6%)	45 (94%)
DropBox	10 (21%)	38 (79%)
Other	2 (4.%)	46 (96%)

The researcher scanned the web pages of the 26 academic libraries and with the help of each university's home page websites, managed to identify its library website. Data was collected by scanning the entire library website to check if academic libraries have social media icons on their websites. The library websites show different icons on their sites and the following social media platforms were found: Facebook, Twitter, Instagram, YouTube, WhatsApp, blog, RSS, LinkedIn, Dropbox, Mxit and others. The majority of academic library websites in South Africa have the social media application icons.

The social media applications icons on library websites direct library users to the social media pages. The study shows that SMU, VUT, UNIZULU and SPU do not have a link to social media application icons on their library websites while results show that UL, UNISA and UMP are using the university social media applications. Only a few libraries depend on their institution's social media applications. Libraries in South Africa are making their libraries visible by promoting their services on social media applications. Only library web pages of NWU, UJ and SU have an icon of RSS. The study shows that the majority of the libraries have adopted Facebook, Twitter and YouTube.

4.3.2 Responsibility for introduction of social media

Respondents were further asked to indicate who had introduced social media to their academic libraries. Data is presented in Table 4.4. A total of 19(40%) respondents mentioned that the library director had done so 19(40%); library staff 18(38%); library ICT 6(13%); and library users 3(6%). Twelve 12(25%) respondents have indicated that social media in their libraries was introduced by others, while 36(75%) have indicated that this was not applicable. The results in Table 4.4 show that library directors and library staff have an impact on introducing social media in academic libraries in South Africa. No respondents indicated that university

ICT department had introduced social media in academic libraries. In addition, the results also show that Library ICT departments 6(13%) did not have a great impact on introducing social media in academic libraries.

Table 4.4: Introduction of social media (n = 48)

	Response frequency	Not applicable
University management	3(6.25%)	45(94%)
Library director	19(40%)	29(60%)
University ICT department	0(0%)	48(100%)
Library ICT department	6(13%)	42(87%)
Library staff	18(37%)	30(63%)
Library users	3(6%)	45(94%)
Others	12(25%)	36(75%)

4.3.3 Accessibility of social media by all staff members

Figure 4.6 presents the results on accessibility of social media to all library staff members. The results show that 79% of social media platforms are accessible by library staff members and 21% are not accessible by staff members.

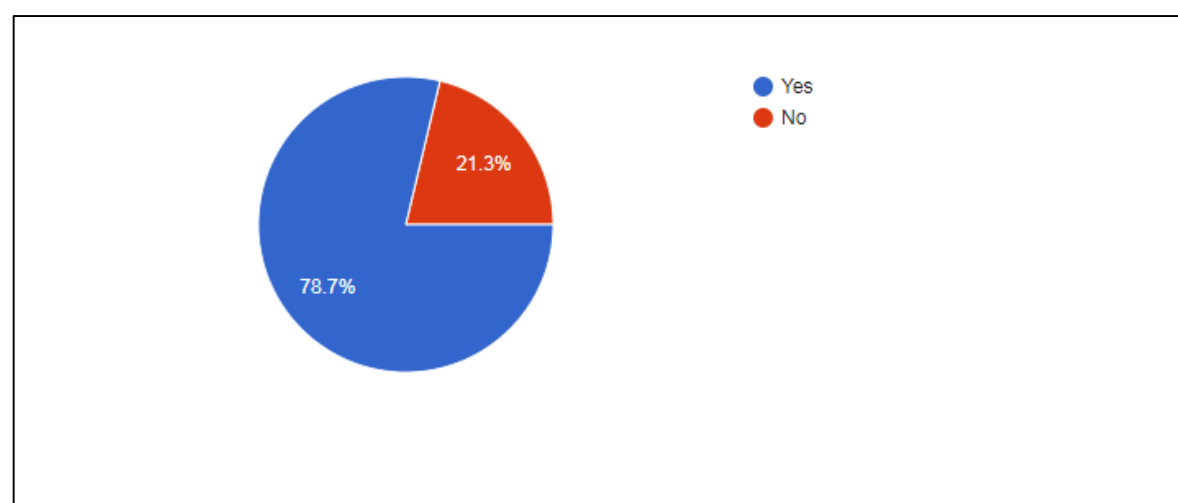


Figure 4.6: Accessible by staff member (n = 48)

4.3.4 Social administrator's job title

The study required respondents to state the job title/position of the social media administrator in their academic libraries. Table 4.5 shows that the results indicating that principal librarians,

head of department and librarians are tasked with the administration of social media platforms in their libraries.

Table 4.5: Social media administrators (n= 48)

Institution	Location	SMA job title	Qualification
CUT	Urban	Web print editor	M degree
DUT	Urban	Web and system support	M degree
MUT	Semi-urban	E-resource librarian	Honours
NWU	Semi-urban	Faculty librarian	B degree
RU	Urban	System and information librarian	
SMU	Semi-urban	None	
SPU	Urban	Librarian	M degree
SU	Urban	Marketing librarian	B degree
UFH	Rural	Principal librarian	B degree
UFS	Urban	Assistant director: marketing and community engagement	Honours
UJ	Urban	Web designer, Facebook Librarian Twitter librarian Marketing	
UKZN	Urban	Principal librarian	Honours
UL	Semi-urban	Librarian	B degree
UP	Urban	Assistant director Marketing	Honours
WITS	Urban	System librarian	B degree
UNIVEN	Rural	Head of department	Honours
UWC	Urban	Head of acquisition	M degree

M degree (master's); B degree (bachelor's)

4.3.5 Frequency of using social media to serve clients

Respondents indicated the frequency of using social media platforms in their libraries using the Likert scale. The results are presented in Table 4.6. The results showed that the majority of respondents used Facebook frequently, i.e. several times a day, followed by Twitter and YouTube. Four (8%) respondents used Facebook once a day and 11(22%) respondents indicated that YouTube is used once a month by most of the libraries with access to it. Results in Table 4.6 do not show the frequency of using social media to serve clients but show that Mxit, LinkedIn, RSS, Skype Dropbox and WhatsApp are not used by most academic libraries in South Africa. Social media platforms that are not applicable to other libraries, as indicated by respondents, were Instagram 43(90%); Mxit 43(89%); RSS 41(86%); and Dropbox and LinkedIn were each indicated as 39(82%).

Table 4.6: Frequency of using social media (n = 48)

Types of social media	Never	Several times a day	once a day	once a week	Once a month	Not applicable
Facebook	1(2%)	21(44%)	4(8%)	7(15%)	6(12%)	9(19%)
Twitter	3(6%)	14(30%)	3(6%)	7(15%)	4(8%)	17(35%)
Instagram	4(8%)	0(0%)	1(2%)	1(2%)	0(0%)	42(82%)
YouTube	2(4%)	3(6%)	6(13%)	4(8%)	11(23%)	22(46%)
WhatsApp	5(10%)	6(13%)	0(0%)	0(0%)	3(6%)	34(71%)
Mxit	5(10%)	0(0%)	0(0%)	0(0%)	0(0%)	43(90%)
Skype	3(6%)	1(2%)	0(0%)	3(6%)	6(13%)	35(73%)
LinkedIn	5(10%)	0(0%)	0(0%)	4(8%)	0(0%)	39(82%)
RSS	3(6%)	3(6%)	1(2%)	0(0%)	0(0%)	41(86%)
Dropbox	3(6%)	4(8%)	0(0%)	0(0%)	2(4%)	39(82%)

4.3.6 Period of time library used the following social media tools and platforms

Respondents indicated the number of years their library had been using social media platforms. The results in Figure 4.7 show that the majority of respondents had been using Facebook, Twitter YouTube, Skype, LinkedIn RSS and Dropbox for five years and beyond. The results show that Facebook was the longest applied in-service provision followed by Twitter and YouTube.

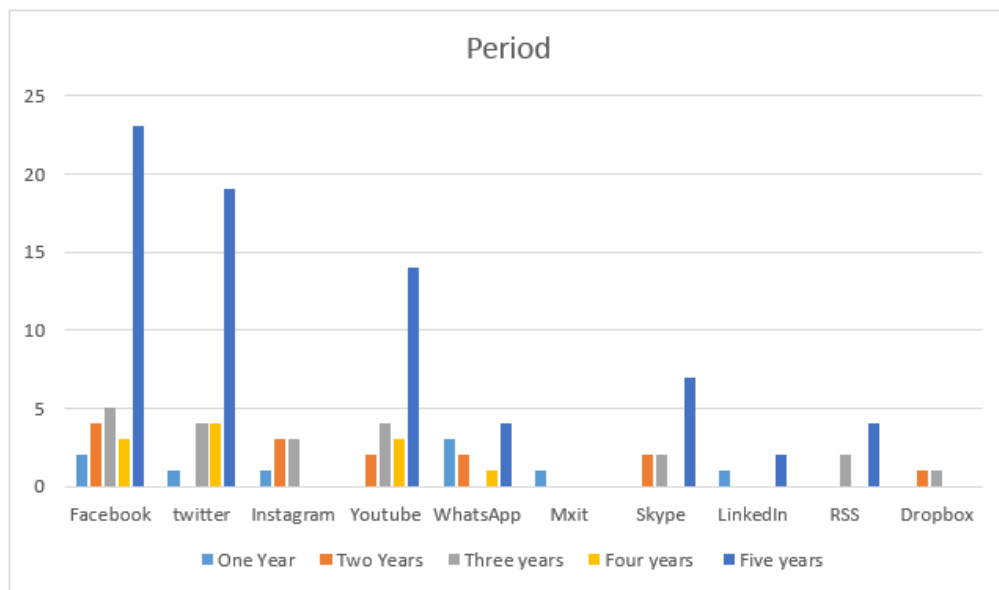


Figure 4.7: Time period of using social media in libraries (n = 48)

4.4 PURPOSE FOR WHICH SOCIAL MEDIA ARE APPLIED

Data gathered in this section was on the purpose and services of academic libraries using social media. Closed and open-ended questions were used to gather information. The questions were asked in order to discover if there were similarities in the purpose for using social media in academic libraries in South Africa.

4.4.1 Purpose for social media in academic libraries

A list of activities was provided to respondents to select those they performed using social media platforms. Respondents were asked to indicate for what purpose social media is used in their libraries. Table 4.6 presents the results. A total of 46(96%) respondents indicated that social media is used to market the library; 44(92%) use social media to announce library news; 39(81%) to improve library services; 37(77%) to introduce new library material; and 30(63%) for building relationships with internal and external stakeholders. This is followed closely by 25 (52%) who stated that the library uses social media to manage the library brand. Other respondents 14(25%) indicated that the library networks with other libraries and 12 (25%) that the library uses social media to increase the library collection. Four (8%) respondents indicated that their library uses social media to promote training opportunities and other libraries to adopt

social media as a communication tool to market the library's resources, engage with students, build relationships and inform users of library news, and new developments in the library. Respondents also indicated that students were not keen on receiving general messages about new books in the library, unless it is a book that would interest the vast majority of students, i.e. research methodology, historical books, etc.

Table 4.7: Purpose of using social media in academic libraries (n = 48)

Purpose	Response frequency	Not applicable
Improve library service delivery	39 (81%)	9 (19%)
Marketing the library	46 (96%)	2 (4%)
Manage library brand	25 (52%)	23 (48%)
Build library collection	12 (25%)	36 (75%)
Build relationships with internal and external stakeholders	30 (62.%)	18 (38.5%)
Announce library news	44 (92%)	4 (8%)
Reference services	18 (38%)	30 (62%)
Network with other libraries	14 (29%)	34 (71%)
Alert users to new library material	34 (71%)	14 (29%)
Interact with users	37 (77%)	11 (23%)
Other	4 (8%)	44 (92%)

4.4.2 Motivation for using social media in the library

In the survey, respondents were further asked to indicate the motivation for their libraries to use social media platforms. A total of 44(92%) respondents indicated that the main reason the library used social media was to help promote library services; 41(84%) felt that their libraries used social media to announce library activities and news; 41(84%) used these tools to facilitate information sharing; 37(77%) to reach out to patrons; 37(77%) to increase connectivity with their patrons and offer library services online; 25(52%) to interact with patrons and also

understand users better. Respondents also specified other reasons and indicated that they use platforms in order to interact and keep up with the National Library Association and the continent as well as to reach out to students, encourage freedom and autonomy, to respond to the needs of students, keep track of current trends in libraries and to share library announcements.

Table 4.8: Motivation for using social media in libraries (n = 48)

Reasons	Response frequency	Not applicable/Unsure
Help promote library services	44 (92%)	4 (8%)
Facilitate information sharing	41 (84%)	7 (15%)
Announce library activities and news	41 (84%)	7 (15%)
Reach out to patrons	37 (77%)	11 (23%)
Increase connectivity with patrons	37 (77%)	11 (23%)
Facilitate knowledge creation and sharing	29 (60%)	19 (40%)
Improve reference services	27 (56%)	21 (44%)
Allow library to interact with patrons through discussion	26 (54%)	22 (46%)
To understand users better	25 (52%)	23 (48%)
Enhancing the effectiveness of communication	23 (48%)	25 (52%)
Keep track of current trends in libraries	22 (46%)	26 (54%)
Collaborate with colleagues in other libraries	12 (25%)	36 (75%)

4.4.3 Social media training

Respondents had a Yes/No option to indicate if their libraries offer training on social media platforms. Figure 4.10 shows that 34(72%) respondents indicated that their libraries do not offer training and 14(29%) that their libraries do offer training on social media.

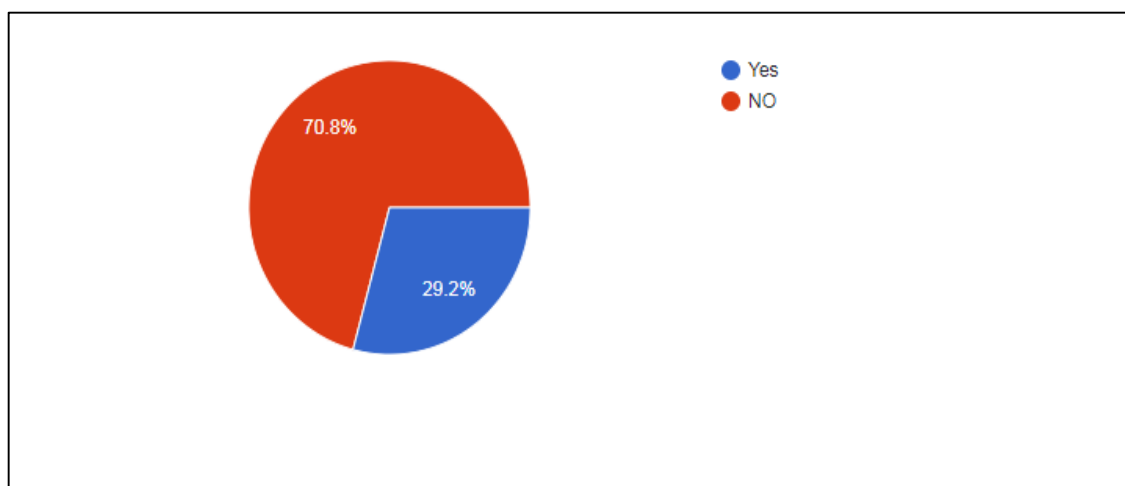


Figure 4.8: Social media training (n = 48)

Respondents who indicated that their libraries offer social media training were asked to describe the training that their libraries had offered in the past one-to-five years. Below are the types of social media training that libraries have offered:

- Workshops to library staff in using SM
- GetSmart training (library orientation)
- Mendeley (reference management)
- ORCiD (author identifiers)
- Use of social media
- Twitter
- Social media literacy
- Twitter, Facebook, Instagram, Skype,
- Google scholar.

4.4.4 Kind of information shared with users through social media

Respondents were provided with a list of options from which they were required to select the type of information their libraries share on social media with their users. Table 4.9 shows that 45(94%) share library news with their users, while 45(94%) indicated that they share library events with their users on social media. A total of 38(79%) stated that they share with their users new services that are available in their libraries, while 29 (61%) agreed that they share new resources on the platforms to keep their user informed of new resources in their libraries. A few respondents, numbering 22(46%), indicated that they share university news and 16(33%) share faculty news on their library social media platforms. Other respondents 5(10%) have

stated that they share fun facts, posts of student in the library, research, articles and national and international trends. Some also specified that they share news from library and information associations (e.g. LIS, LIASA, AFLIA and IFLA).

Table 4.9: Information share with users on social media (n = 48)

Information shared with users on SM	Response frequency	Not applicable/unsure
Library users	45(94%)	3(6%)
Library events	45(94%)	3(6%)
New resources	29(60%)	19(40%)
New services	38(79%)	10(21%)
University news	22(46%)	26(54%)
Faculty related information	16(33%)	32(67%)
Other	5(10%)	43(90%)

4.5 BENEFITS ASSOCIATED WITH APPLICATION OF SOCIAL MEDIA

This section collected data on the benefits associated with the application of social media in academic libraries. Closed-ended questions in this section gathered information from respondents on the use of social media.

4.5.1 Target audience in the libraries' use of social media platforms

In order to determine the benefits associated with the application of social media in a library, respondents were asked to indicate the target audience for social media initiatives. Table 4.10 shows that 44(92%) respondents indicated that their target audience is university students; 42(88%) indicated that it is the university community, while 24(50%) and 23(48%) targeted internal and external stakeholders as library audience, respectively. Figure 4.1 also shows that academic libraries in South Africa also targeted external users, academic libraries, the general public and other libraries.

Table 4.10: Target audience in social media use in academic libraries (n = 48)

Target audience	Response frequency	Not applicable
University students	44(92)	4(8.%)
University staff	35(73%)	13(27%)

University community	42(88%)	6(12%)
Library external stakeholders	23(48%)	25(52%)
Library internal stakeholders	24(50%)	24(50%)
Academic libraries	16(33%)	32(67%)
External library users	17(35%)	31(65%)
Other libraries	10(21%)	38(79%)
General public	27(56%)	21(44%)

4.5.2 Benefits of using social media in libraries

The survey explored the benefits resulting from the use of social media in academic libraries. The findings in Table 4.11 reveal that academic libraries benefitted as social media promotes library services, increases communication with other departments, helps libraries to gather feedback to improve user services, helps in building connections and reputation broadly, results in better user satisfaction, improves brand loyalty with users, brings about cost-effective practices and gains marketplace insight.

Table 4.11: Benefit of using social media in libraries (n = 48)

Benefit of using social media	Most beneficial (5)	Fairly beneficial (4)	Beneficial (3)	Slightly beneficial (2)	Least beneficial (1)	Not applicable
Promotes library services	30(63%)	9(19%)	2(4%)	1(2%)	3(6%)	3(6%)
Increases interaction and engagement with library users	28(58%)	3(6%)	9(19%)	4(8%)	2(4%)	2(4%)
Increases communication with other department	13 (27%)	4 (8%)	14 (29%)	8 (17%)	4 (8%)	5 (10%)
Gathers feedback to improve users services	16 (33%)	10 (21%)	14 (29%)	3 (6%)	2 (4%)	3 (6%)
Helps in building connection and reputation broadly	19 (40%)	7 (15%)	9 (19%)	9 (19%)	1 (2%)	3 (6%)
Increases brand awareness	21 (44%)	9 (19%)	12 (25%)	2 (4%)	2 (4%)	2 (4%)

Betters user satisfaction	11 (23%)	12 (25%)	17 (35%)	4 (8%)	1 (2%)	3 (6%)
Improves brand loyalty with users	11 (23%)	12 (25%)	15 (31%)	4 (8%)	3 (6%)	3 (6%)
Brings about cost-effective	8 (1%)	10 (21%)	13 (27%)	6 (13%)	7 (14%)	6 (13%)
Gains marketplace insights	10 (21%)	15 (31%)	7 (15%)	9 (19%)	4 (8%)	3 (6%)

4.5.3 Factors influencing the use and non-use of social media in libraries

In this section, respondents were requested to identify factors that contributed to the use of social media in academic libraries and factors that discouraged them from using social media tools.

4.5.3.1 Factors that influence use of social media platforms

Respondents were requested to indicate the factors that influenced academic libraries to use social media. Table 4.12 summarises the findings in which 20(42%) respondents indicated that their libraries were either to a great extent, or somewhat, influenced by the marketing and advocacy policies. Fifteen respondents indicated that they were motivated by users' demand and support from management, 12(25%) by cooperation of staff with clients, 14(29%) respondents were encouraged by staff willingness to change, and 14(29%) that they were encouraged by availability of institutional and social media policies. Some did not answer other questions including the factors that influenced their libraries to use social media.

Table 4.12 Factors influenced use of social media (n = 48)

Factors	To a great extent	Somewhat	Very little	Not at all	Do not know	Not applicable
Cooperation of staff with clients	14(29%)	11 (23%)	6 (13%)	3 (6%)	4 (8%)	10 (21%)
User demand	7 (15%)	12 (25%)	9 (19%)	5 (10%)	5 (10%)	10 (21%)
Management support	10(21%)	11 (23%)	15(31%)	2 (4%)	4 (8%)	6 (12%)

Institutional policies	8 (17%)	12 (25%)	8 (17%)	5 (10%)	4 (8%)	11 (23%)
Cooperation of staff with clients	8 (17%)	11 (23%)	9 (19%)	3 (6%)	4 (8%)	13 (27%)
Staff willingness to change	7 (15%)	13 (27%)	13(27%)	1 (2%)	4 (8%)	10 (21%)
Social media policies	5 (10%)	14 (29%)	3 (6%)	10(21%)	5 (10%)	11 (23%)
Internet access	17(35%)	7(15%)	8 (17%)	1 (2%)	4 (8%)	11 (23%)
Community support	8 (17%)	6 (13%)	9 (19%)	8 (17%)	5 (10%)	12(25%)
Library association policies	5 (10%)	9 (19%)	4 (8%)	11(23%)	8(17%)	11 (23%)
Marketing and advocacy policies	11(23%)	20 (42%)	2 (4%)	3 (6%)	5 (10%)	7 (15%)

4.5.3.2 Factors that influence or contribute to non-use of social media

The question required respondents to select from the list the factors that influence the non-use of social media in their libraries. Table 4.13 reveals that 21(44%) respondents agree that restrictive institutional policies contributed to the non-use of social media at their libraries. Seventeen(35%) respondents were influenced by poor Internet access; 12(25%) were discouraged by staff unwillingness to change, unavailability of social media policies, lack of support from management and lack of cooperation.

Table 4.13 Factors that influenced non-use of social media (n = 48)

Factors	To a great extent	To a moderate extent	To some extent	To a small extent	To the least extent	Not applicable
Lack of staff cooperation	11 (23%)	9 (19%)	9 (19%)	8 (17%)	8 (17%)	3 (6%)
Lack of support from management	11 (23%)	6 (13%)	9 (19%)	11 (23%)	9 (19%)	2 (4%)
Poor Internet access	17 (35%)	3 (6%)	5 (10%)	5 (10%)	12 (25%)	6 (13%)
Staff unwillingness to change	12 (25%)	7 (15%)	10 (21%)	8 (17%)	7 (15%)	4 (8%)
Unavailability of social	14 (29.16%)	1 (2.08%)	16 (33.33%)	9 (18.75%)	3 (6.25%)	5 (10.41%)

media policies						
Restrictive institutional policies	21 (43.75%)	4 (8.33%)	6 (12.5%)	8 (16.66%)	5 (10.41%)	4 (8.33%)

4.6 POLICIES GUIDING USE OF SOCIAL MEDIA

This section collected data on policies that guide academic libraries on the use of social media. The aim was to establish whether academic libraries have policy documents that guide them on the use of social media and also to note the content of the policies for libraries that have a social media policy. Closed and open-ended questions were asked to gather this information.

4.6.1 Policy guiding use of social media to groups of people

Respondents were asked to indicate if their library had a policy guiding the use of social media in different groups. The results in Table 4.14 show that the majority of libraries, totalling 39(81%), do not have a policy on social media platforms for the general public. A total of 31(65%) respondents indicated that they do not have a guiding policy on social media for students, 28(58%) respondents indicated that they have no policy guiding the use of social media for faculties, while 15(31%) indicated that they do have a social media policy. Twenty-eight (58%) respondents indicated that they do not have a social media policy for support staff, 14(29%) indicated that they do have a policy on social media guiding support staff. Respondents have indicated that their libraries do not have a social media policy guiding library staff 23(48%) while 21(44%) indicated that they have a social media policy guiding library staff to use social media. The results also show that 31(65%) respondents indicated that their libraries do not have a policy guiding students and 12(25%) indicated that their libraries do have such a policy.

Table 4.14: Library policy guiding the use of social media by category of users (n = 48)

Policy guiding use of social media	Library staff	Students	Faculties	Academic Staff	Support staff	Public
Yes	21 (44%)	12 (25%)	15 (31%)	15 (31%)	14 (29%)	2 (4%)
No	23 (48%)	31 (65%)	28 (58%)	27 (56%)	28 (58%)	39 (81%)

No answer	4(8%)	5(10%)	5(10%)	6(13%)	6(13%)	7(15%)
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Respondents who indicated that they have a policy guiding the use of social media in their libraries provided information regarding when the policy was developed and enacted in the library. Respondents indicated that libraries developed the use of social media between 2014 and 2017. Table 4.15 shows that academic libraries in South Africa introduced social media policies in their libraries between 2013 and 2017. The results also show that other respondents are unsure of the year in which such media policies were introduced in their libraries. Some respondents did not answer this question.

Table 4.15: Year library social media policy developed (n = 48)

Year developed	2017	2016	2015	2014	2013	Not sure	Did not answer
Library social media policy	2	3	1	4	1	10	27

Table 4.16 shows that 17(59%) of the respondents who indicated that their libraries have not developed the social media policy indicated that their library is intended to introduce the policy. While 12(41%) of respondents indicated that their libraries is not intending to introduce the social media policy for any groups.

Table 4.16: Intention to introduce social media policy (n = 48)

Intention to introduce social media policy	Number of responses	Percentages
Yes	17	35%
No	12	25%
Did not answer	19	40%

4.6.2 Content of policy on use of social media in libraries

Respondents were asked to summarise the content of the policy or the guidelines that govern the use of social media in the libraries. The respondents provided the following responses.

Table 4.17: Summary of content of policies on social media use

Institution	Summary of the policy
Rhodes University	There is no clear SM policy for either the university or the library
Stellenbosch University	Mandate; Institutional policies; Membership of the Team; General rule regarding content; Examples of content; Examples of content that should be excluded; Language; Procedures. The policy guides staff on issues of language, appropriate content for posting and frequency of posts
Sol Platlje University	Does not have such a policy yet, but it will involve instructions on the use of vulgar words, posting and reposting of offensive content on the library platforms
University of Kwa-Zulu Natal	When using any type of social media platforms, one must be honest and professional at all times.
University of Western Cape	Outlines what is appropriate and what is not appropriate to post on social media platforms
University of Pretoria	We adhere to the University of Pretoria Social Media Guidelines and Policy of Social Media. In a nutshell, our goals are to: Create awareness and to heighten the visibility of the DLS and its activities
University of Fort Hare	The Library will adopt the university's social media guidelines and policies
University of Limpopo	Herewith 3 clauses from the policy. Please note that the policy is still in its draft form and has not yet been approved by Senate and has not been uploaded on the

	<p>university's Intranet. (f) While UL is focused on the assurance of academic freedom, and it do doesn't consistently review content posted to social media sites, it will reserve the right to do so, and, with respect to any site maintained in the name of the University, may expel or cause the removal of any content for any lawful reason, including however not restricted to, content that it deems threatening, decent, a violation of intellectual property rights or protection laws, or in any case harmful or illegal. In the event that you likewise keep your own personal social media accounts, you ought to abstain from creating confusion over whether or not the account is related with UL. In the event that you distinguish yourself as a University of Limpopo faculty or staff member online, it ought to be certain that views expressed on your site are not those of the University and you are not acting in your ability as a UL representative. While not a necessity, UL representative may consider adding the following disclaimer to personal social media accounts. “While I am an employee at University of Limpopo, comments made on this account are my own and not that of the University.”</p> <p>(j) Faculties are urged to acclimate themselves with the proposed rules recommended by the social media committee, and to take part in discussions</p>
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	concerning the moral utilisation of social media sites in an academic setting.
North West University	Social media participation / Internet posting apply to any client who utilises the following: multi-media and social networking websites such as: Myspace, Facebook, Twitter, Yahoo! Groups, YouTube, LinkedIn, blogs, personal blogs, forums and wikis such as Wikipedia and any other webpage where content /remarks can be Regardless of social media activities occur completely outside of work, as your personal activities should, what you state can have an effect on your capacity to lead your activity responsibilities, your colleagues' abilities to carry out their responsibilities and the NWU's interests.

4.7 INTENSITY OF SOCIAL MEDIA USE BY ACADEMIC LIBRARIES

This section collected data from respondents on the intensity of social media use by academic libraries. The researcher also scanned the website to check the number of likes, followers and subscribers on different social media platforms.

4.7.1 Methods used to measure social media use

When asked whether their libraries assessed the usage of social media platforms or not 22(46%) respondents indicated that their libraries do measure the use of social media, while 14(29%) indicated that they do not measure the use of social media, and 12 (25%) showed that they are not sure if their libraries measure its use. Figure 4.9 provides the responses.

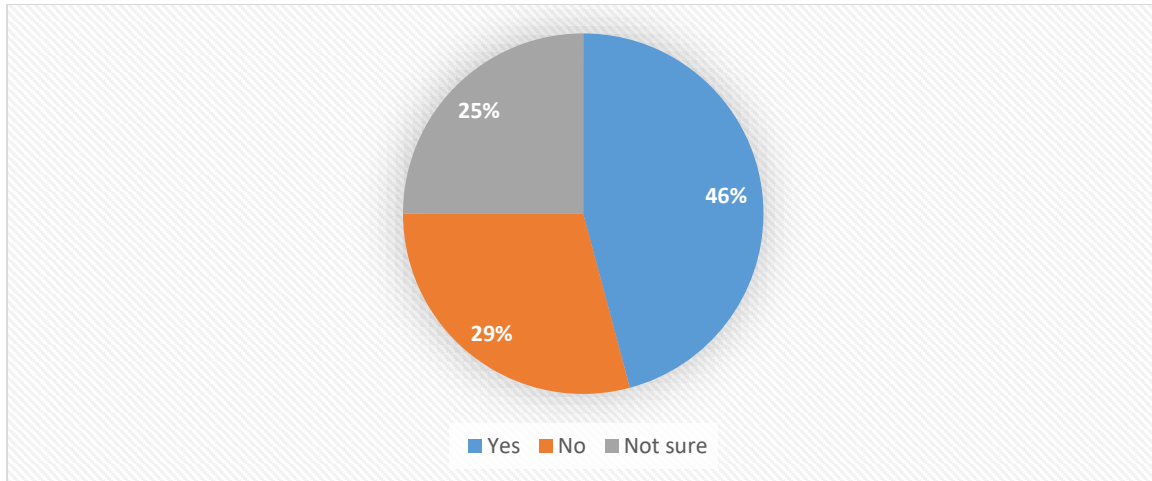


Figure 4.9: Measure the use of social media (n = 48)

Respondents who indicated that they measure the use of social media were further asked to choose the type of social media their libraries do measure. Table 4.18 provides the results which show that 16(33%) respondents indicated that they use free tools to measure the use of social media, while 6(13%) indicated that they use both commercial and free tools to measure the use of social media in the libraries. Other respondents, 26(54%) did not indicate whether they are using free, commercial or both tools. Some of the respondents have indicated that some of social media have built-in statistics, which track traffic on each page, e.g. Libguides. Respondents at the University of Johannesburg indicated that their university monitors the use of social media by annual audit.

Table 4.18: Types of tools to measure (n = 48)

Tools	Response frequency	Percentage
Commercial tools	0	0%
Free tools	16	33%
Both commercial and free tools	6	13%
Did not answer	26	54%

4.7.2 Tools used to monitor use of social media platforms

Respondents were asked to select tools that their library uses to monitor the use of social media platforms. Nine (19%) respondents have indicated that they use TweetDeck to monitor the use of social media, while five (10%) respondents use HootSuite. Seven respondents (15%) use Klout, Libguides stats, Facebook and Twitter insight while 27 (56%) use none of the tools to monitor the use of social media.

Table: 4.19 Tools to monitor the use of social media (n = 48)

Tools	Number of responses	Percentages
Tweetdeck	9	19%
Hootsuite	5	10%
None	27	56%
Others	7	15%

4.7.3 Metrics to measure social media success

Respondents were asked to indicate the types of metrics they use to measure the success of social media. Data presented in Table 4.20 show these metrics. A total of 28(58%) use followers as a metric to measure success while 23(48%) indicated that they use tweets and retweets for this purpose. Twenty (42%) use the number of visitors to measure, 17(35%) use registered members and 13(27%) use audience feedback. Thirteen (27%) respondents do not use any metric to measure and 11(23%) respondents indicated that they employ users' comments. The results show that academic libraries use followers 28(58.33%) to measure social media success. Out of 48 respondents 13(27%) have indicated that their libraries do not use any metrics to measure the success of social media. Some respondents specified that their libraries use an annual audit, while others use social media engagement and impressions to measure.

Table 4.20: Metrics (n = 48)

Metrics	No. of respondents	No selection
Followers	28(58%)	20(42%)
Registered members	17(35%)	31(65%)

Tweets; re-tweets	23(48%)	25(52%)
Comments	11(23%)	37(77%)
Audience feedback	13(27%)	35(73%)
Visitors	20(42%)	28(58%)
None	13(27%)	35(73%)

4.7.4 Metrics rating in terms of usefulness

Respondents were asked to rate the effectiveness of social media. Respondents were asked to rate the metrics listed in Table 4.21 on their usefulness or otherwise. The results presented in Table 4.21 indicate that respondents rated audience feedback at 23(48%); registered members 23(44%); followers 19(40%); tweets and re-tweets 18(38%); comments 18(38); and visitors 15(38%) as useful for strategic planning for service delivery in their library.

Table 4.21 Metrics rating (n= 48)

	Extremely useful	Useful	Not useful	Do not know	No selection
Followers	12(25%)	19(40%)	1(2%)	5(10%)	11(23%)
Registered members	8(17%)	21(44%)	2(4%)	5(10%)	12(25%)
Tweets and retweets	10(21%)	18(38%)	3(6%)	4(8%)	13(27%)
Comments	12(25%)	18(38%)	2(4%)	4(8%)	12(25%)
Audience feedback	8(17%)	23(48%)	1(2%)	4(8%)	12(25%)
Visitors	10(21%)	15(31%)	2(4%)	6(13%)	15(31%)

4.8 SUMMARY OF CHAPTER FOUR

The chapter has presented an analysis of the data obtained from questionnaires from a survey of respondents from academic libraries in South Africa. The chapter has presented the following: (i) data collected in relation to the types of social media available and used in academic libraries in South Africa; (ii) the purpose for which social media are applied; (iii) benefits associated with the application of social media in libraries; (iv) policies guiding the

integration and use of social media in libraries; and, (v) intensity of social media use. The data suggests that academic libraries should take advantage of available social media platforms to reach out to their users.

The findings have shown that academic libraries should attend to the issue of unavailability of social media policies and also reflect on the lack of training on the use of social media in libraries. More workshops and training are needed for library staff in order for them to be on the same level as users, many of whom are technologically highly competent. The outcomes suggest that academic libraries should monitor the use of social media and measure the success of social media platforms. The interpretation was supported by scanning library websites of all academic libraries in South Africa. The next chapter will discuss the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter discusses the findings of the study to answer the research questions that informed the study. The findings discussed in this chapter are based on the data presented in chapter four, which was organised based on the responses of library staff. In addition, the discussion makes reference to the content of social media that was collected from library websites.

5.2 TYPES OF SOCIAL MEDIA AVAILABLE AND USED IN ACADEMIC LIBRARIES IN SOUTH AFRICA

Firstly, the study investigated the social media available and used in academic libraries in South Africa. Findings reveal that there are several types of social media platforms used by academic libraries. The top four most-used social media platforms are Facebook, Twitter, YouTube and blogs. Other emerging social media platforms include WhatsApp, Skype, Dropbox, Instagram, RSS. Findings obtained in this study concur with those of Ezeani and Igwezi (2012), LinkedIn and Collins and Quan-Haase (2014) who observed that Facebook and Twitter are the social media platforms most used by academic libraries. In the view of Ezumar (2013), Facebook, Twitter, Myspace and LinkedIn are used mainly in academic libraries in the USA. Similarly, the current study found that students preferred Facebook to other social media platforms.

Scanning the web pages of 26 academic libraries with the help of university home pages in order to determine the usage of social media in academic libraries revealed that Facebook, Twitter, Instagram, YouTube, WhatsApp, blogs, RSS, LinkedIn, Dropbox, and Mxit are used in these libraries. The study revealed that Facebook is the most visible social media of the websites, followed by Twitter. YouTube and blogs have joined the race and results show that it is most used after Facebook and Twitter. The reasons for the popularity of Facebook have been vividly explained by Ezeani and Igwezi (2012) who maintain that it is a social media platform suitable to communicate with library users as well as to deliver library services. Findings obtained in this category also concur with those of Clark and Melancon (2013) who affirm that social media, such as Facebook and Twitter, allow libraries to communicate with their users.

Libraries have also adopted and used other social media, e.g. Instagram, Dropbox, RSS, WhatsApp, Skype, LinkedIn, etc. According to Mahmood and Richardson (2011:368), social media tools are quickly gaining attractiveness in all sectors of the economy and across all communities. A number of previous studies have mentioned that academic libraries are progressively using social media platforms to promote their services to library users (Ayu & Abrizah, 2011; Taylor & Francis, 2014).

One of the most revealing facts, about the introduction of social media in academic libraries is the high percentage of respondents who indicated that library directors and library staff introduced social media in academic libraries in South Africa. With the introduction of social media in academic libraries Makori (2011) adds that “social media platforms have helped academic libraries to support and provide information services to the library users The findings of the study further revealed that library users and university management also played a role in introducing social media to academic libraries.

In terms of staff members’ access to the social media platforms in their libraries, it was noted that most library workers had access to the platforms. The findings further revealed that only one library had indicated that it has a Facebook and Twitter librarian who is responsible for the platforms. One of the most revealing facts about the social media administrator of academic libraries in South Africa in high percentage is that academic libraries have not yet introduced a post for social media administrator. The majority of social media platforms are administered by full-time staff while a few are managed as part of the university marketing activities. This result is in support of Stephens (2006) who strongly agrees that library staff should interact with library users by remotely providing reference services through social media. Munatsi (2010) observed that social media provides the groundwork for libraries to interact with their users. Social media is a powerful force in the workplace for networking groups and meetings (Penzhorn, 2013).

The study further established that although academic libraries use existence of wide-range of social media platforms, they were selective in their use. Specifically Facebook, Twitter and WhatsApp are used several times a day. While YouTube, RSS and Dropbox are mostly used once a day. In terms of time period, the study revealed that academic libraries in South Africa have been using facebook, twitter, Youtube, WhatsApp, Skype, RSS and LinkedIn for five years. Thus, it can be stated that that facebook, twitter, Youtube, WhatsApp, Skype , RSS and

LinkedIn have been used by libraries. Academic libraries have a high level of engagement with social media platforms because they were used multiple times and libraries have been using them for a long time.

5.3 PURPOSE FOR WHICH SOCIAL MEDIA ARE APPLIED

Secondly, the study examined the purpose for which social media platforms are applied. The findings revealed that most respondents agreed that social media platforms in academic libraries are used to market the library, announce library news, improve library services, interact with users and alert them to new library materials. This corresponds with the study by Garber (2011) who supports the idea that social media platforms could be valuable technological tools to improve services such as networking, marketing, communication and recruitment. It is encouraging to note that academic libraries are using social media platforms to improve library services as well as to interact with users. The use of social media in libraries can boost library visibility and increase its importance to its users. A study by Chu and Du (2013) point out that social media provides a way of information dissemination that inspires two-way communication between libraries and the user. Although promotion of service is merely a one-way communication, social media tools include the capacity to provide two-way communication (Nguyen, 2015). In the USA, Rodgers (2009) argued that it is becoming the norm for academic libraries to use social media platforms to promote library services. Makori (2011) adds that social media platforms help academic libraries to expand and to alert users to new library materials. The study by Collins and Quan-Haase (2014) noted that libraries are using social media to distribute information to platforms with which library users are familiar and further mentioned that social media tools are widely used by academic libraries as a vehicle to provide information.

However, few respondents indicated that social media in academic libraries is used to build relationships with internal and external stakeholders, manage the library brand, reference services, network with other libraries, and build the library's collection. Findings further concur with those of Mahmood and Richardson (2011) who maintained that social media in academic libraries could be used to build relationships with stakeholders and manage the library brand. Furthermore, the studies of Kwanza, Stilwell and Underwood (2015) agree that social media in academic libraries is used to facilitate reference services and network with other libraries. The majority of academic libraries surveyed in South Africa are using social media tools to

communicate with each other and this indicates that they have adopted social media to build relationships with stakeholders, as well as to manage the library brand.

With regard to the services or motivating reasons for using social media in libraries, majority respondents agreed that they are used to promote library services, facilitate information sharing, increase connectivity and reach out to patrons, and to understand users better. The findings obtained in this section concur with that of Olasina (2011) who confirms that academic libraries in South Africa adopt social media to promote their services. Furthermore, Olasina (2011) emphasises that academic libraries in South Africa uses social media to build a relationship with internal and external stakeholders and to keep new services available.

The motivating reason for academic libraries to use social media, among others, is to announce library activities and news. The study further revealed that libraries are providing relevant services to their users using social media platforms. Findings by Ezeani and Igwezi (2012) indicate that academic libraries are using social media platforms to update users on a daily basis, increase connectivity and reach out to patrons. A similar finding was obtained in a study by Aharony (2012) who mentioned that social media provides libraries with the opportunity to communicate and share information online.

Furthermore, some respondents indicated that social media platforms understand users better, enhance the effectiveness of communication, and keep track of current trends in libraries and improve collaboration with colleagues. The librarians' observation are in line with Chizwina, Rabatseta, Bangani and Moyo (2017) who argued that the university library uses social media to enhance communication and collaboration and keep track of events. This was evident during the FeesMustFall protest where academic libraries used social media platform such as Twitter and Facebook to disseminate information to students and library staff.

Planning is a prerequisite for the successful implementation of any change. The implementation of social media in academic libraries in South Africa has introduced a new way of meeting users and a change for librarians. The study found that training on the use of social media platforms is not offered to staff. Various authors have underscored the importance of training for staff (Agee and Atrim 2003; Lockhart & Majal, 2012; Spink 2004) who indicated that academic libraries are involved in comprehensive training in electrical technical skills and continuing education for staff in libraries. In line with the ideas of Kwanya, Stillwell and

Underwood (2013) and other scholars who have advocated for training, there is a need to train staff on effectively and efficiently using social media platforms to deliver services to clients.

The current study further revealed that academic libraries in South Africa are mostly sharing library news, library events, new services and new resources. They also share information related to university news, which is not necessarily about the library. This supports reports by Fiander (2012) who suggested that the presence of academic libraries on social media provides a valuable presence to engage with library users, promote library services and develop a global connection. Academic libraries are trying to bring students into their social media platforms by also sharing posts of students in the library, while other libraries share professional association news, e.g. LIASA news.

5.4 BENEFITS ASSOCIATED WITH APPLICATION OF SOCIAL MEDIA IN ACADEMIC LIBRARIES

Thirdly, the study explored the benefits associated with the application of social media in academic libraries. Findings depicted in Table 4.11 show that the benefits of using social media include improving library services and increasing interaction and engagement with library users. These findings concur with that of Ntaka (2017) who indicated that social media is an ideal to meet students' academic needs, engage with them and encourage them to use libraries. Other benefits associated with the application of social media in academic libraries include increasing brand awareness, building communication and reputation, gathering of feedback to improve users' service, enhancing satisfaction, improving brand loyalty, gaining marketplace insight and being cost effective.

The study by Collins (2012) upholds the view that the application of social media in academic libraries improves the level of communication and reputation. This was validated by Breeding (2007) who affirms that social media could be used to gather feedback in order to improve the quality of service received by the user. In the view of Farkas (2007), Ayia and Kumah (2011), the application of social media in academic libraries increases user satisfaction and thereby improves brand loyalty. Moreover, these findings concur with those of Kumar (2015) who maintains that the application of social media in academic libraries is storing and disseminating

information, developing the users' practical skills, exchanging information between library staff and the user, and gaining marketplace insight.

In terms of what influences the use of social media, the study found that the factors that have led to the use of social media include Internet access, cooperation of staff with clients, and marketing and advocacy policies to use social media. The results further revealed that academic libraries are influenced by the users' demands and support from management to use social media to provide services to users. These findings concur with the studies of Burgert and Nann (2014), who highlight that Internet access and cooperation amongst staff and clients influence the use of social media. Burgert and Nann (2014) and Mahmood (2012) further highlighted that the opinion of library users is far more important in influencing libraries to adopt and use social media. The study further revealed that staff willingness to change encouraged libraries to use social media. This is in line with a study conducted by Arif and Mahmood (2012) who maintained that individuals must use the technological tools that are available and useful to improve their daily employment.

On the factors that discouraged librarians from using social media, the academic librarians reported that they were discouraged by restrictive institutional policies and poor Internet access. Onyaoku, Orakpor and Ezejiofor (2012) also commented on the poor Internet connection as a limiting factor to use social media in academic libraries. Moreover, the unavailability of social media policies is seen as a discouragement to libraries to use social media platforms. Similarly, Kooy and Steiner (2010) submit that the absence of social media policies in libraries might lead to users abusing the platform. This study further indicated that a lack of management support and staff cooperation play a role in discouraging libraries to adopt social media. These results are in line with the findings of Chu and Du (2013) who argue that libraries lack time to make use of social media effectively. The effectiveness of social media in academic libraries depends on the initiative by library staff and the type of technology they use. The study confirms the views of Hosseini and Hashempour (2012) who indicated that staff unwillingness to change might contribute as a factor inhibiting the use of social media.

5.5 POLICIES GUIDING THE USE OF SOCIAL MEDIA

The study also investigated the policies guiding the use of social media in academic libraries. Table 4.14 shows that numerous respondents indicated that most academic libraries in South Africa do not have policy documents guiding them on the use of social media tools.

Furthermore, respondents indicated that students, faculties, academic staff, support staff and the public do not have policies guiding them on the use of social media platforms. This is not a surprise, because Kooy and Steiner (2010) found that academic libraries in Southern African preferred to formulate social media policies as a situation arose. The study shows that academic libraries adopted and used different social media platforms but had not yet received the approved document/policy that they could follow. Another major concern highlighted by Kooy and Steiner (2010) was that academic libraries in South Africa do not have a guiding policy for the social media users they serve. What is more worrying is that other libraries have no intention to introduce such a social media policy. This is a serious danger to the academic libraries as users can take advantage of and abuse the platforms. Academic libraries do not have policies to guide them in their interactions with students, faculties and support staff.

As much as academic libraries in South Africa do not have social media policies, one major concern highlighted by the libraries was lack of security on the use of these platforms. Libraries fear a number of online predators. This confirms the results of Aras and Colaklar (2015), i.e. that university libraries need social media policies to operate in the area of social media. The study further highlighted that academic libraries create social media policies for social media tools to be used by students, academics, researchers and other stakeholders with rules that are determined by the library.

Another major concern highlighted from the study is the absence of library policy guiding the use of social media by library staff, students, university staff and the public. The findings have shown that most of the libraries are not sure when the policy was developed. Although it is not clear when libraries developed their social media policies, the study revealed that few libraries developed their social media between 2013 and 2017.

However, more respondents indicated their acceptance of intentions to introduce social media policies. This is not surprise to as Kooy and Steiner (2010) highlighted that majority of academic libraries preferred to formulate their social media policies as situation arise. Academic libraries should adopt a social media policy in order to control the behaviour of users on their social media platforms in order to avoid any behaviour of a user's post that would lead to a legal dispute (Rouse 2011). In addition, Rouse (2011) argued that academic libraries should formulate policies outlining appropriate and inappropriate content of posts on social media

platforms, highlight the main purpose of these platforms and state that unacceptable behaviour by users on these platforms would not be tolerated.

Furthermore, academic libraries summarised social media policies and the findings revealed that libraries create social media policies to be used correctly by library users in the framework of certain rules. The results support a study by Kooy and Steiner (2010) who indicated that institution create social media policies, to avoid any behaviour that would expose the institution.

5.6 INTENSITY OF SOCIAL MEDIA USE BY ACADEMIC LIBRARIES IN SOUTH AFRICA

Finally, the study sought to examine the intensity of social media by academic libraries in South Africa. The respondents had to indicate whether their libraries assessed usage of social media platforms. The majority of respondents disagreed, which implies that academic libraries in South Africa do not adequately measure the use of social media in their libraries.

Academic libraries that measure the use of social media are using free tools to do so, while a few libraries use both commercial and free tools. There are social media tools that have built-in statistics that track traffic on social media platforms. The tools that libraries use to monitor social media usage included Tweetdeck, Hootsuite, Klout, LibGuides statistics, Facebook and Twitter insights. The use of an annual audit was also mentioned as a tool to monitor the use of social media platforms in some academic libraries. One concern from was that there are libraries that do not measure the use of social media and their librarians are not sure if their platforms are being monitored. The findings support the studies of Geho and Dangelo (2012) who affirm that there are tools and documents that show how far social media reaches customers. Geno and Dangelo (2012) point out that Facebook Insight is a tool that is used to measure statistics, i.e. people who liked the page or photos. These tools indicate how many people viewed the shared media and provide the geographical location of pages viewed. Another example is Hootsuite, which provides insight on when libraries are being monitored or have their posts shared. Geno and Dangelo (2012) further indicated that Hootsuite allows libraries to manage social media platforms in one place.

The study further found that the academic libraries use metrics to measure the success of social media platforms. The study showed that academic libraries use the number of followers, tweets and re-tweets, visitors and registered members to assess the utility of social media. Furthermore the findings revealed that followers, registered members, tweets and retweet, comments, audience feedback and visitors are useful in measuring the use of social media. Griffin and Taylor (2013) suggested that success in measuring social media platforms is determined by the number of posts and the results of likes, comments, followers, shares and number of fans/followers.

5.7 SUMMARY OF THE CHAPTER

This chapter has discussed the findings presented in chapter four. It emerged from the discussion that academic libraries in South Africa had adopted and used social media platforms. Only a few social media platforms, such as Facebook, Twitter, YouTube and blogs were used by academic libraries. Academic libraries need to adopt and use other available social media platforms that are available in order to reach a larger number of users because these users employ a variety of social media.

Training in the use of social media among librarians was seen as the key by all academic libraries that need to provide more training on the use of social media platforms and introduce a position specifically for a librarian who will administer the social media platforms in every library. The adoption and use of social media in academic libraries should be encouraged and supported, as they are suitable for learning purposes and the dissemination of information to users. A social media policy should be designed to effectively ensure the adoption of its presence on platforms. The use of social media in academic libraries will assist libraries in communicating with users and disseminating information from libraries. Library web pages also provide a link to social media tools that libraries use. Academic libraries should use an available measuring tool to track the use of social media platforms.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides a summary of the findings, the conclusion of the study and suggested recommendations established, based on the study's findings as well as recommendations for future studies.

The purpose of this study was to investigate the extent of the adoption and use of social media by academic libraries in South Africa. The study was guided by the following objectives:

- i. To identify the types of social media available and used in academic libraries in South Africa;
- ii. To find out the purpose for which social media is applied in academic libraries in South Africa;
- iii. To identify the benefits associated with the application of social media in academic libraries;
- iv. To assess the policies and/or guidelines for the integration and use of social media in academic libraries; and
- v. To assess the intensity of social media use by academic libraries in South Africa.

6.2 SUMMARY OF FINDINGS

The study investigated the adoption and use of social media in academic libraries in South Africa. This section of the chapter presents some of the major findings.

6.2.1 Types of social media available and used in academic libraries

The first objective was to determine the types of social media available and used in academic libraries in South Africa. The researcher essentially achieved the key objectives of the study by establishing that the adoption and use of social media in academic libraries in South Africa was high. Academic libraries use different types of social media to keep users updated. Although different types of social media have been adopted and are used, more social media platforms are required in order to reach a greater number of users because users prefer different types of social media platforms. The questionnaire responses and scanning of library websites attest to the fact that the major social media platforms used were Facebook (83%) and Twitter

(63%). Other social media platforms that are used occasionally by academic libraries are YouTube (56%) and blogs (46%).

6.2.2 Purpose for which social media are applied

The study discovered that academic libraries in South Africa are using social media to market and interact with their users. Libraries perceive social media to be useful in providing a reference service to users, although some users still prefer the traditional reference service.

6.2.3 Benefits associated with the application of social media

The benefits of using social media in academic libraries were shown and include the improvement of library services and increased interaction and engagement with library users. The study found that use of social media was encouraged by users' demand and support from management. The involvement of staff using social media and willingness to change also influenced academic libraries to use social media. Libraries should offer library staff more training on the use of the different types of social media that are available.

6.2.4 Policies and/or guidelines for the integration and use of social media

Findings indicate that academic libraries do not have policies guiding them on the use of social media. It was also apparent that students, faculties, academic staff, support staff, and the public do not have policies guiding them on the use of social media platforms.

6.2.5 Intensity of social media used by academic libraries

In this section, the majority of respondents disagreed that academic libraries in South Africa do not measure the use of social media in their libraries. However, it was discovered that academic libraries are using both free and commercial tools to measure the use of social media. Some libraries need to adopt other tools to measure the use of social media platforms in order to check if social media are benefiting the library. Furthermore, academic libraries need to measure the success of the social media used. This would certainly enhance the use of social media, which is a current trend in academic libraries. Measuring the use of social media platforms would also help academic libraries to assess the effectiveness of platforms with the purpose of improving them.

6.3 CONCLUSIONS

Conclusions have been drawn in line with the objectives of the study. They all apply to the use of social media in academic libraries in South Africa.

6.3.1 Types of social media available and used

Based on the findings from this study, Facebook, Twitter, YouTube and blogs are the most used social media platforms in academic libraries in South Africa. The social media platforms mentioned have received considerable attention and are playing a significant role in updating users with library news and uploading videos. Among the most used social media platforms in academic libraries in South Africa, Facebook is the most popular. We can safely conclude that academic libraries in South Africa have availed themselves of several social media platforms for use by staff and clients.

6.3.2 Purpose for which social media is applied

Academic libraries use social media tools to market and announce library news to users. Social media allows libraries to communicate with users as never before. Library users have access to some of the library services through social media and are updated on library news and developments in libraries. The study also established that academic libraries are using social media to boost library visibility and to interact with users. Social media can also be used during a time of crisis to update users on the latest news and make contact with the user. We therefore conclude that academic libraries use social media for a variety of purposes, with specific attention to communication and the marketing of library services.

6.3.3 Benefits associated with the application of social media

Libraries are fully aware of the benefits of using social media. This study concludes that the benefits associated with the application of social media in academic libraries include improving library services and increasing interaction and engagement with library users. Other benefits associated with the application of social media in academic libraries include increasing brand awareness, building communication and reputation, gathering of feedback to improve users' service, enhancing satisfaction, improving brand loyalty and gaining ground in the marketplace.

6.3.4 Policies and/or guidelines for the integration and use of social media

We can safely conclude that in general, libraries in South African universities do not have policies guiding the usage of social media. The lack of a social media policy has in turn discouraged librarians from using social media platforms.

6.3.5 Intensity of social media use

Academic libraries in South Africa are not adequately measuring the use of social media in their libraries, however, the few libraries that do measure the use of social media adopt free and commercial tools. Other social media platforms have built-in statistics that libraries use. Academic libraries must use any available tool to monitor the use of a social media platform that would assist in measuring the progress of the social media platforms already available. Metrics are used to measure the success of social media in academic libraries. The study found that academic libraries are using different metrics to measure the success of social media.

6.4 RECOMMENDATIONS

In order to make use of social media effectively and efficiently, academic libraries in South Africa, the study recommends the following.

6.4.1 Types of social media available and used

The adoption and use of social media in academic libraries should be regarded as necessary to increase awareness. Information professionals should always be ready for any changes in technological growth in order to meet users' needs.

Academic libraries should try to adopt social media platforms other than those found to be in use (Facebook, Twitter, YouTube and blogs). There are other social media tools, such as WhatsApp that can be used to send messages to users and Instagram that can be used to upload pictures and videos. Academic libraries should focus on using other channels in order to maximise the opportunity to reach out to as many users as possible.

6.4.2 Purpose for which social media are applied

All academic libraries should have their own social media account. Libraries should not rely on the university's social media account. Academic libraries should reach users from their own account. The social media account can be used to reach out to patrons as well as outreach programmes. Social media platforms can be extended to cover all services that libraries offer. One development that is needed is to see libraries owning interactive apps through which users are offered services.

6.4.3 Policies and/or guidelines for the integration and use of social media

The management of academic libraries should introduce social media policies for their library. The policy would guide the users and staff on what to post as well as what is unacceptable.

6.4.4 Benefits associated with the application of social media

Academic libraries should have dedicated social media librarians. The librarian would help libraries to utilise social media in a positive and useful way.

More training should be organised to train library staff on the use of social media. Staff should be encouraged to be technologically competent in order to be on the same level as users. Staff should be encouraged to stay up-to-date with current trends in library and information services.

Social media should be updated and kept active on a regular basis. Academic libraries should keep the social media account active at all times. All accounts on the library website should be kept updated and active. An account that is not updated or active should be removed from the library websites.

6.4.5 Intensity of social media use

Academic libraries should provide quick links to social media platforms on library websites. The social media icons on the library website should be linked to the social media account of the library.

Academic libraries should regularly monitor their social media in providing services to library users. Libraries should take advantage of free tools to measure the performance of social media tools.

6.5 RECOMMENDATIONS FOR FUTURE STUDIES

The study focused on academic libraries in South Africa. Future studies should investigate the adoption and use of social media in other African countries in order to make a reasonable conclusion about the use of social media in African countries.

Further studies should involve social media users outside of the library (e.g. students and academic staff). Future studies should also focus on the adoption and use of social media in

public libraries in order to check whether public libraries are also taking advantage of social media to increase interaction and engagement with library users.

It might be interesting if a future study focuses on the expectations of library users in using library social media platforms to request library services.

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Appendix A:

THE QUESTIONNAIRE

University of South Africa

College of Human Science

School of Arts

Department of Information Science

Dear participant,

My name is Benford Rabatseta, a Master's student at the Department of Information Science; I am conducting a study titled "**Adoption and use of social media in academic libraries in South Africa**", as a requirement towards the fulfillment of the degree. I humbly request you to participate in this study. The study has the following objectives:

- To identify the types of social media available and used in academic libraries in South Africa.
- To find out the purpose or activities and services for which social media are applied in academic libraries in South Africa.
- To identify benefits associated with the application of social media in academic libraries.
- To assess the policies and/or guidelines for the integration and use of social media in academic libraries.
- To assess the intensity of social media use by academic libraries in South Africa.

The purpose of the study is to investigate the extent of adoption and use of social media by academic libraries in South Africa.

Please be assured that your views on this study will not be used for any purpose other than those advanced by this study. The study has been accorded ethical clearance by the Department of Information Science at the University of South Africa. Your participation is voluntary and you are assured that information you provide will be treated confidentially. Please be honest in your input. Thank you for your time and participation in this study.

Yours Sincerely

Benford Rabatseta

Brabatseta@gmail.com

Cell: 0718953424

Adoption and use of social media in academic libraries in South Africa

Instructions

Please indicate your answers clearly by placing a tick on the correct answer

SECTION A: General information

1. Gender

- ☐ Male
- ☐ Female

2. Age

- ☐ 18 – 25
- ☐ 26-30
- ☐ 31-35
- ☐ 36 – 40
- ☐ 41-50
- ☐ 51 and above

2. Job title

- ☐ Library Director []
- ☐ Deputy Director Library []
- ☐ Senior Librarian []
- ☐ Librarian []
- ☐ Library Assistant []
- ☐ System Librarian []
- ☐ IT technician []
- ☐ Other (Please specify).....

3. What is your highest qualification?

- ☐ Certificate []

- Diploma []
- Degree []
- Honours []
- Masters []
- PhD []
- Other (please specify).....

4. In which library do you work?

.....

5. In which province is your library located?

.....

6. Is your library located in

Urban area []

Semi-Urban area []

Rural area []

Section B: Types of social media available and used in the library

7. Which social media platform does your library use? (Select all that apply)

- Facebook []
- Twitter []
- Instagram []
- Youtube []
- WhatsApp []
- Mxit []
- Skype []
- Blogs []
- RSS []
- LinkedIn []
- Dropbox []
- Other (Please specify).....

8. Who introduced the use of social media in your library? (Select only one)

- University management []
- Library director []
- University ICT department []
- Library ICT department []
- Library staff []

- Library users []
- Other:

9. Are the SM platforms available in your library accessible by all staff members?

Yes []

No []

**10. Who is tasked as the administrator of the SM platforms available in the library?
Please provide job title of the administrators.**

.....

11. How often or frequently does your library use the social media platforms to serve clients?

	Never	Several times a day	Once a day	Once a week	Once a month
Facebook					
Twitter					
Instagram					
Youtube					
WhatsApp					
Mxit					
Skype					
LinkedIn					
Blogs					
RSS					
Dropbox					
Other (Specify)					

12. For how long has your library used the following social media tools and platforms?

Social media tool	Period (in years)
Facebook	
Twitter	
Instagram	
Youtube	
WhatsApp	
Mxit	
Skype	
Blogs	
RSS	
LinkedIn	
Dropbox	
Other (Please specify)	

13. How would you rate the SM tools in their role in service delivery in your library?

	Very effective	Fairly effective	Minimally effective	Not effective at all	Don't know
Facebook					
Twitter					
Instagram					
Youtube					
WhatsApp					
Mxit					
Skype					
LinkedIn					
Blogs					
RSS					
Dropbox					
Other (Specify)					

Section C: The purpose or activities and services for which social media are applied

14. For what purpose are the social media tools used in your library? You can pick several answers

- ☐ Improve library service delivery []
- ☐ Marketing the library []
- ☐ Manage library brand []
- ☐ Build library collection []
- ☐ Build relationship with internal and external stakeholders []
- ☐ Announcing library news []
- ☐ Reference services []
- ☐ Network with other libraries []
- ☐ Alert users of new library material []
- ☐ Interacting with users []
- ☐ Other:.....
-
-

15. Given that your main clients are academics (students and lecturers), are you aware of any academic activities or purposes for which the aforementioned use the SM platforms?

YES []

NO []

If the answer to the above question is YES, which academic-based or associated activities and purposes for which your clients use the SM platforms owned by the library?

.....

.....

.....

.....

16. What are the motivating reasons for using social media in your library?

- ☐ To help promote library services []
- ☐ To facilitate knowledge creation and sharing []
- ☐ To facilitate information sharing []
- ☐ To improve reference services []
- ☐ To reach out to patrons []
- ☐ To increase connectivity with patrons []
- ☐ To allow library to interact with patrons through discussion []
- ☐ To understand users better []
- ☐ Enhancing the effectiveness of communication []

- To keep track with current trends in libraries []
- Collaborating with other colleagues in other libraries []
- Announce library activities and news []
- **Any other, please**
specify.....

17. Does your library offer training on social media applications?

YES []

NO []

18. If the answer to the above question is YES, which training has the library offered in the past one to five years?

.....

19. What kind of information do you share with your users through social media?

- Library news []
- Library events []
- New resources []
- New services []
- University news []
- Faculty related information []
- Other.....

Section D: Benefits associated with the application of social media in the library.

20. Who is your library target audience for Social media initiatives?

- University students []
- University staff []
- University community []
- Library external stakeholders []
- Library internal stakeholder []
- Academic libraries []
- External Library users []
- Other libraries []
- General public []
- Other, please
 specify.....

21. In your opinion, to what extent have the following factors influenced the use of social media at your library?

	To a great extent	Somewhat	Very little	Not at all	Don't know
Cooperation of staff with clients					
Users demand					
Management support					
Institutional policies					
Cooperation of staff with clients					
Social media policies					
Staff willingness to change					
Internet access					
Community support					
Libraries Association policies					
Marketing and Advocacy policies					

Other (Specify)					
----------------------------	--	--	--	--	--

22. On a scale of 1 to 5, where 1 stands for to a great extent while 5 is the least extent, which of the following factors would greatly influence the non-use of social media at your library?

- ☐ Lack of staff cooperation []
- ☐ Lack of support from management []
- ☐ Poor internet access []
- ☐ Staff unwillingness to change []
- ☐ Unavailability of social media policies []
- ☐ Restrictive institutional policies []
- ☐ Other
(Specify).....

23. On a scale of 1 to 5 where 1 represents least beneficial while 5 represents most beneficial, please rate the following benefits of using social media in your library.

- ☐ Promotes library services []
- ☐ Increases interaction and engagement with library users []
- ☐ Increases communication with other department []
- ☐ Gathers feedback to improve users services []
- ☐ Helps in building connection and reputation broadly []
- ☐ Increases brand awareness []
- ☐ Better users satisfaction []
- ☐ Improves brand loyalty with users []
- ☐ Brings about cost-effective []
- ☐ Gains marketplace insights []
- ☐ Any other, please specify

Section E: Policies guiding the integration and use of social media in the library

24. Does your library have a policy guiding the use of social media for the following groups of people?

Groups	YES	NO
Library staff		
Students		
Faculties		
Academic staff		

Support staff

Public

25. If Yes, when was it developed and enacted in the library?

.....

26. If No, is your library intending to introduce the social media policy?

- ☐ Yes []
- ☐ No []

27. Please summarise the content of the policy or guidelines governing the use of social media in your library

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

Section F: The intensity of social media use by academic libraries in South Africa

28. Does your library measure the use of social media?

- ☐ Yes []
- ☐ No []
- ☐ Not sure []

29. If Yes, which type of tools does your library use to measure the use of social media?

- ☐ Commercial tools []
- ☐ Free tools []
- ☐ Both commercial and free tools []
- ☐ Other:

.....

30. Which of the following tools does your library use to monitor social media platforms? Please select as many as apply to you library.

- ☐ Tweetdeck []
- ☐ HootSuite []
- ☐ Everypost []
- ☐ Buffer []
- ☐ None []

- Other

.....

31. Which metrics does your library use to measure the success of social media?

- Followers []
- Registered members []
- Tweets and retweets []
- Comments []
- Audience feedback []
- Visitors []
- None []

Other

32. In your opinion, how would you rate the metrics named above in terms of their usefulness for strategic planning for service delivery in your library?

	Extremely useful	Useful	Not useful	Don't know
Followers				
Registered members				
Tweets and retweets				
Comments				
Audience feedback				
Visitors				

Appendix B

Checklist used during content analysis of websites.

<u>Name of the Univer sity</u>	<u>Faceb ook</u>	<u>Twit ter</u>	<u>Instagr am</u>	<u>Yout ube</u>	<u>Whats App</u>	<u>Bl og</u>	<u>RS S</u>	<u>Linke dIn</u>	<u>Drop Box</u>	<u>M xit</u>	<u>Oth er</u>
<u>CPUT</u>											
<u>CUT</u>											
<u>DUT</u>											
<u>MUT</u>											
<u>NMM U</u>											
<u>NWU</u>											
<u>RU</u>											
<u>SMU</u>											
<u>SPU</u>											
<u>SU</u>											
<u>TUT</u>											
<u>UCT</u>											
<u>UFH</u>											
<u>UFS</u>											
<u>UJ</u>											
<u>UKZN</u>											
<u>UL</u>											
<u>UMP</u>											
<u>UP</u>											
<u>UNISA</u>											
<u>WITS</u>											

<u>UNIV</u> <u>EN</u>											
<u>UNIZ</u> <u>ULU</u>											
<u>VUT</u>											
<u>WSU</u>											

Appendix C

Ethical clearance



**DEPARTMENT OF INFORMATION SCIENCE RESEARCH ETHICS REVIEW
COMMITTEE**

Date: 27 June 2017

Dear Mr B Rabatseta,

Decision: Ethics Approval

Ref #:
2017_BRabatseta_48925616_001
Name of applicant: B Rabatseta
Student #:X
Staff #:

Name: Title and name of principle applicant, address, e-mail address, and phone number B Rabatseta, Unisa Information Science, 48925616@mylife.unisa.ac.za; and 0183892102

Proposal: Adoption and use of social media in academic libraries in South Africa.

Qualification: Masters in Information Science

Thank you for the application for research ethics clearance by the Department of Information Science Research Ethics Review Committee for the above mentioned research. Final approval is granted for 4 years.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of Information Science Research Ethics Review Committee on 26 June 2017.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of Information Science Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.



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COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

21 June 2018

Dear B Rabatsela

Decision: Ethics Approval from 21 June 2018 to 20 June 2019

NHREC Registration # : Rec-240816-052

CREC Reference # : 2018-CHS-0029

Name : Benford Rabatsela

Student # : 48925616

Researcher(s): B Rabatsela
Department of Information Science
Pretoria, South Africa

Supervisor(s): J. R Maluleka
Department of Information Science
University of South Africa

O. B Onyancha
Department of Information Science
University of South

Adoption and use of social media in academic libraries in South Africa

Qualification: Masters (Information Science)

Thank you for the application for research ethics clearance by the Unisa College of Human Sciences Research Ethics Committee for the above mentioned research. Ethics approval is granted for one year.

The low risk application was reviewed and expedited by the Chair of College of Human Sciences Research Ethics Committee on 21 June 2018 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The proposed research may now commence with the provisions that:

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Department of Psychology Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date (20 June 2019). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2018-CHS-0024 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Signature: 
S. GERTY

Prof AH Mavhandu-Mudzusi
Chair : CHS Research Ethics Committee
E-mail: mmudz@unisa.ac.za
Tel: (012) 429-2055

Signature: 

Professor A Phillips
Executive Dean : CHS
E-mail: Philap@unisa.ac.za
Tel: (012) 429-6825



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Appendix D

Permission letter



PERMISSION LETTER

Request for permission to conduct research

"Adoption and use of social media in academic libraries in South Africa"

09/05/2018

Registrar

Dear Sir/Madam

I, Benford Rabatseta, am doing research with Prof Onyancha and Dr. Maluleka, in the Department of Information Science towards a master's degree at the University of South Africa. We are inviting you to participate in a study entitled "Adoption and use of social media in academic libraries in South Africa"

The aim of the study is to investigate the extent of adoption and use of social media by academic libraries in South Africa.

Your institution has been selected because is one of the twenty six academic libraries in South Africa that the research will focus on.

The study has the following objectives:

To identify the types of social media available and used in academic libraries in South Africa.

To find out the purpose or activities and services for which social media are applied in academic libraries in South Africa.

To identify benefits associated with the application of social media in academic libraries.

To assess the policies and/or guidelines for the integration and use of social media in academic libraries.

To assess the intensity of social media use by academic libraries in South Africa.

Please be assured that the views on this study will not be used for any purpose other than those advanced by this study. The time to complete the survey will vary, however, it is anticipated that no more than two hours will be necessary.

Yours sincerely

Benford Rabatseta

Unisa Masters students

Student No:48925616

Brabatseta@gmail.com



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Appendix E

Granted Permission letter from institutions



NWU RDGC PERMISSION GRANTED / DENIED LETTER

Based on the documentation provided by the researcher specified below, on 19/07/2018 the NWU Research Data Gatekeeper Committee (NWU-RDGC) hereby grants permission for the specific project (as indicated below) to be conducted at the North-West University (NWU):

Project title: Adoption and use of social media in academic libraries in South Africa
Project leader: Prof B. Oryanona & J. Maluleka
Researcher: B. Rabatsela
Ethics reference no: 2017_BRabatsela_43925618_001
NWU RDGC reference no: NWU-OK-2018-32
Specific Conditions:
<ul style="list-style-type: none">The researcher will have to request the Director or Executive manager of library services at the NWU to send out an invitation via email to the researcher's prospective participants on of the researcher. It is important to note that the Executive management of the library service has an option to decline this request. Should they decline to grant the researcher this request the researcher will then have to notify the RDGC of an alternative avenue to reach his prospective participants.The invitation should have sufficient information for the prospective participant to reach out to the researcher and consent to participate in the study.
Approval date: 19/07/2018
Expiry date: 31/07/2019

General Conditions of Approval:

- The NWU-RDGC will not take the responsibility to recruit research participants or to gather data on behalf of the researcher. This committee can therefore not guarantee the participation of our relevant stakeholders.
- Any changes to the research protocol within the permission period (for a maximum of 1 year) must be communicated to the NWU-RDGC. Failure to do so will lead to withdrawal of the permission.
- The NWU-RDGC should be provided with a report or document in which the results of said project are disseminated.

Please note that under no circumstances will any personal information of possible research subjects be provided to the researcher by the NWU RDGC. The NWU complies with the Promotion of Access to Information Act 2 of 2000 (PAIA) as well as the Protection of Personal Information Act 4 of 2013 (POPI). For an application to access such information please contact Ms Amanda van der Merwe (018 299 4942) for the relevant enquiry form or more information on how the NWU complies with PAIA and POPI.

The NWU RDGC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the NWU RDGC for any further enquiries or requests for assistance.



Directorate for Research and Postgraduate Support
Durban University of Technology
Thomas Akinsola, Steve Sika Camamu
P.O. Box 1334, Durban 4000
Tel: 031-2722576/7
Fax: 031-2722646

1st June 2018

Mr Benford Rabatsela
c/o Department of Information Science
University of South Africa

Dear Mr Rabatsela

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted full permission for you to conduct your research "Adoption and use of social media in academic libraries in South Africa" at the Durban University of Technology.

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings can be submitted to the IRIC on completion of your studies.

Kindest regards,
Yours sincerely

A handwritten signature in cursive script that reads 'C. Napier'.

PROF CARIN NAPIER
DIRECTOR (ACTING): RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE

25 May 2018

Mr B Rabatseta

University of South Africa

Department of Information Science

Dear Mr. Rabatseta

Permission to conduct Research at the University of Venda

You are hereby granted permission to conduct research at the University of Venda.

The Research will be based on your Masters Project titled: *Adoption and use of social media in academic libraries in South Africa.*

The conditions are that all the data pertaining to University of Venda will be treated in accordance with the Ethical Principles and that will be shared with the University. In addition consent should be sought by you as a researcher from participants.

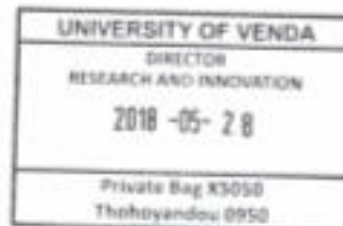
Attached is our policy on ethics.

Thank you

Senior Prof. G.E. Ekosse

Director Research and Innovation

Cc: Senior Prof LB Khoza (Acting DVC Academic)



UNIVERSITY OF VENDA
PRIVATE BAG X3050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE 015 962 8013 / 8004, FAX 015 962 9060
Email: research@uv.ac.za

"A quality driven, financially sustainable, rural-based comprehensive University"

University of Fort Hare

OFFICE OF UNIVERSITY REGISTRAR

Alfonso Campus

Private Bag X1314, King William's Town Road, Alice, 5705, RSA
Tel: +27 (0) 40 802 - 2551 • Fax: +27 (0) 40 802 - 2557
Email: enrolment@ufh.ac.za



May 22, 2018

Mr B Rabetsela
Department of Information Science
University of South Africa
48925616@mylife.unisa.ac.za

Dear Mr. Rabetsela

Approval from the Registrar's Office to Conduct Research

Having consulted the Chairperson of the Research Ethics Committee, I hereby grant permission for Mr. B Rabetsela to conduct research relating to his thesis "Adoption and use of social media in academic libraries in South Africa".

We look forward to reading the research report.

Kind regards

Prof. M. Somiso
University Registrar

Shishe Campus

P. O. Box 1163, RWT 5800, Independence Avenue, Shishe, 5800, RSA
Tel: +27 (0) 40 808 - 3407 • Fax: +27 (0) 40 808 - 3408

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Private Bag 50060, EL 5200, 90 Church Street, East London, 5201, RSA
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WC Dial Up: +27 (0) 43 704 - 7143/7144



Central University of
Technology, Free State

■ INSTITUTIONAL PLANNING AND QUALITY ENHANCEMENT

BENDORD RABATSETA

brabatseta@gmail.com

PERMISSION FOR BENFORD RABATSETA TO CONDUCT SURVEY AT CUT FOR HIS MASTERS STUDY
ENTITLED "ADOPTION AND USE OF SOCIAL MEDIA IN ACADEMIC LIBRARIES IN SOUTH AFRICA"

Dear Bendord Rabatseta

This is to confirm that you have been granted permission to conduct a survey at the Central University of Technology
for your Masters study entitled "Adoption and Use of Social Media in Academic Libraries in South Africa"

The conditions of the conditional permission are:

- The survey will not interrupt any of the official activities at the CUT;
- You will supply us with the copy of your report;
- The cost of all related activities will be covered by yourself;
- Recruitment of participants is the sole responsibility of yourself;
- Voluntary nature of the potential participant's decision to consent to participate should be strictly observed;
- You should not disclose a potential participant's decision to participate or otherwise to any other party;
- Permission does not compel, in any sense, participation of staff members or students in your survey.


ACTING DIRECTOR: INSTITUTIONAL PLANNING AND QUALITY ENHANCEMENT
PROF. A SZUBARGA



6 April 2018

Mr Benford Rabatseta
Masters in Information Science Candidate
University of South Africa

TO WHOM IT MAY CONCERN

"Adoption and use of social media in academic libraries in South Africa"

This letter serves to confirm that the above project has received permission to be conducted on University premises, and/or involving staff and/or students of the University as research participants. In undertaking this research, you agree to abide by all University regulations for conducting research on campus and to respect participants' rights to withdraw from participation at any time.

If you are conducting research on certain student cohorts, year groups or courses within specific Schools and within the teaching term, permission must be sought from Heads of School or individual academics.

Ethical clearance has been obtained. (Protocol Number
2017_BRabatseta_48925616_001)

Nicoleen Potgieter
University Deputy Registrar

Appendix E

Language editor Certificate

