

**PERSONIFYING THE SOCIAL MEDIA PRESENCE OF
ACADEMIC LIBRARIANS: A USES AND
GRATIFICATIONS PERSPECTIVE**

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This thesis is dedicated to my beloved parents and dearest sisters.

این رساله را به پدر و مادر مهربانم که همواره مشوق و حامی من بودند و خواهران عزیزم تقدیم می‌کنم.

**PERSONIFYING THE SOCIAL MEDIA PRESENCE OF ACADEMIC
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ABSTRACT

Despite the widespread use of social media by students and its increased use in higher education, very little practical evidence is available concerning its prevalence in library services by interpreting academic librarians' social media presence based on theoretical assumptions. The purpose of this research is to understand academic librarians' social media presence with respect to their awareness, motivations and current practices using the "uses and gratifications" theory (U&G). The objectives of this study are threefold: a) to examine academic librarians' usage of social media in Malaysia and the reasons for this behavior, b) to understand the gratifications obtained from creating a social media presence among academic librarians, and c) to model academic librarians' social media presence in terms of awareness, current practices and motivations. This study uses a qualitative approach that attempts to explore how librarians are using social media based on the theoretical lens of U&G. Case study has been chosen as a research design to holistically explore the web presence of academic librarians and how they use social media in library services. Data was gathered via interviews and three focus groups sessions with 26 academic librarians from three research-intensive universities in Kuala Lumpur, Malaysia. The three research-intensive universities were chosen because they are on their quest to be the regional leader in research and academic excellence and they are among the top universities in Malaysia and in Asia. Participants were from different library departments and were purposively sampled based on the following criteria: a) they sat in the committee of their respective library website, b) they were either heads of departments or librarians in charge of creating content and updating social media applications in the sampled libraries,

c) they considered themselves to be active users in at least one social media tool, and d) they expressed a willingness to take part in the study. The results indicated that at least four types of social medias are deployed in libraries to reach out to the users: blogs, multimedia sharing sites, social bookmarking and social networking sites (SNS). Facebook, Blog, Delicious, YouTube and Twitter are the tools mainly adopted by these libraries. The gratifications for social media adoption in libraries are presented in the form of a honeycomb framework of seven functional building blocks namely: presence, synchronicity, information needs, groups, conversations, relationship and current awareness. Findings reveal that librarians face the following obstacles in creating a social media presence: workflow obstacles, technology obstacles, organizational obstacles and personal obstacles. In order to present librarians' awareness, practices and readiness towards social media, this study has yielded *personas* describing four different classes of academic librarians' social media presence: skaters, sliders, shufflers and starters. These personas represent hypothetical librarians in their work place – introducing them by name, picture and a narrative. It is apparent from the results, that librarians in these three research-intensive universities need support from the library management to mobilize them into a more active and participatory role in creating social media presence.

**PERSONA KEHADIRAN MEDIA SOSIAL DI KALANGAN PUSTAKAWAN
AKADEMIK: PERSPEKTIF PENGGUNAAN DAN KEPUASAN**

ABSTRAK

Walaupun penggunaan media sosial oleh pelajar institusi pengajian tinggi adalah meluas, bukti mengenai kelaziman penggunaan media sosial berasaskan teori dalam perkhidmatan perpustakaan amat kurang. Tujuan kajian ini adalah untuk memahami kehadiran media sosial di kalangan pustakawan akademik berkenaan dengan kesedaran, motivasi dan penggunaan berdasarkan teori Penggunaan dan Kepuasan (*Uses and Gratifications*). Objektif kajian ini adalah: a) untuk mengenal pasti penggunaan dan kepuasan yang diperolehi daripada menggunakan media sosial di kalangan pustakawan akademik di Malaysia, b) untuk memahami kepuasan yang diperolehi dengan mengetengahkan media sosial di kalangan pustakawan akademik, dan c) untuk menghasilkan model media sosial bagi pustakawan akademik dari segi kesedaran, penggunaan semasa dan motivasi. Kajian ini menggunakan pendekatan kualitatif untuk meneroka bagaimana pustakawan menggunakan media sosial berdasarkan teori U&G. Kajian kes telah dipilih sebagai reka bentuk penyelidikan untuk menyelidiki secara menyeluruh bagaimana pustakawan akademik menggunakan media sosial dalam perkhidmatan perpustakaan. Data dikumpul melalui tiga sesi temu bual bersama kumpulan fokus yang melibatkan 26 pustakawan akademik dari tiga universiti bertaraf penyelidikan di Kuala Lumpur, Malaysia. Universiti bertaraf penyelidikan dipilih kerana universiti terbabit merupakan peneraju di dalam bidang penyelidikan, memiliki status akademik yang cemerlang dan merupakan antara universiti terkemuka di Malaysia dan di rantau Asia. Peserta adalah dari jabatan-jabatan perpustakaan yang berbeza dan dipilih berdasarkan kriteria-kriteria berikut: a) mempunyai tanggungjawab terhadap laman web perpustakaan masing-masing, b) merupakan ketua

jabatan atau pustakawan yang bertanggungjawab bagi mewujudkan kandungan dan mengemaskini aplikasi media sosial di perpustakaan masing-masing, c) merupakan pengguna aktif dalam sekurang-kurangnya satu media sosial, dan d) memberikan persetujuan untuk mengambil bahagian dalam kajian ini. Dapatan kajian menunjukkan bahawa sekurang-kurangnya terdapat empat jenis media sosial yang digunakan oleh pihak perpustakaan untuk berhubung dengan pengguna: blog, laman perkongsian multimedia, social bookmarking, dan laman rangkaian sosial. Aplikasi seperti Facebook, Blog, Delicious, YouTube dan Twitter sering digunakan di kalangan perpustakaan yang dikaji. Kepuasan dari penggunaan media sosial di perpustakaan diolah dalam bentuk rangka kerja sarang lebah (*honeycomb*) yang terdiri daripada tujuh bahagian iaitu: Kehadiran, Synchronicity, keperluan maklumat, kumpulan, perbualan, hubungan dan kesedaran semasa. Hasil kajian mendapati bahawa pustakawan menghadapi halangan-halangan berikut dalam mewujudkan kehadiran media sosial: halangan aliran kerja, halangan teknologi, halangan organisasi dan halangan peribadi. Untuk mewujudkan kesedaran, amalan dan penerimaan terhadap media sosial dikalangan pustakawan, kajian ini telah menghasilkan ciri-ciri yang menggambarkan empat kelas yang berbeza terhadap penerimaan kehadiran media sosial dikalangan pustakawan akademik: *skaters*, *slider*, *shufflers* dan *starters*. Ciri-ciri ini secara hipotetikal mewakili pustakawan di tempat kerja mereka yang mewakili mereka dengan nama, gambar dan cerita. Dapat dilihat dengan jelas dari hasil penyelidikan bahawa pustakawan di ketiga-tiga universiti bertaraf penyelidikan memerlukan sokongan dari pihak perpustakaan untuk menggalakkan mereka turut serta dan berperanan lebih aktif dalam mewujudkan kehadiran media sosial di perpustakaan.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter provides an overview of the study. It begins with the examination of research background, and follows with the statement of the research problem. Details are then provided of the study purpose, the research objectives and research questions posed. The chapter then provides a brief explanation of the nature of the study, its significance, and delineates the scope for the present research. Lastly, the chapter concludes with an outline of the structure adopted for the remaining sections of the study.

1.1 Background

Academic libraries are known as a physical and at the same time virtual space for learning in a higher education environment. They are contributing to the learning process in different ways through the provision of digital as well as printed resources. In recent years, libraries especially academic libraries, have encounter some changes in their functions. Previously, libraries offer mainly face-to-face communications as users borrowed and returned books and materials and sought assistance from librarians to find reference sources. Recently, due to the improved web-based environment, users of academic libraries' prefer to interact with libraries via online and virtual services. Library users can request for books, renew borrowed library materials, search and access library catalogue and databases beyond the library walls (Sodt & Summey, 2009). This trend will grow owing to technologies such as smart phones and mobile computing applications, which enable patrons to communicate with their libraries remotely without physical visits.

Blogs, wikis, YouTube, and online social networking sites such as Facebook and MySpace, services known as social media, have become increasingly accepted and widely-used in the library and information services setting, and librarians have responded accordingly by applying some of these tools in varying degrees to the provision of library services. Social media is accessible virtually anywhere and has become an essential part of most people's daily lives. In 2012, Facebook, one of the most popular social media tools has over one billion active users (Fowler, 2012). Twitter is the other popular micro blogging tool, where millions of people can learn and show their support or get informed with news and events (Twitter, Inc., 2012). YouTube allows billions of people to discover, watch and share their originally created video (YouTube, LLC, 2012). From 2013 onwards, due to the fast adoption of smart phones, more than a half of these users could look through the pages in social media using their cell phones and portable gadgets (Sengupta, 2012). Li (2007) noted that web resources made students learn to be more active and involved, hence motivating them in their learning process (Li, 2007). This surge in the uptake of social media tools implies that in the new epoch, people prefer to communicate and interact online in a fast and easy way.

Librarians need to have multiple tools to access and reach out to the community. Therefore, giving people access to information is the number one goal of the library (Erdman, 2008). By participating in social media tools, students find an exciting new way to create, learn and share information. Social media and Web 2.0 technologies have been shown to foster active learning and social interaction and more so students who are users of academic libraries find it more satisfying interacting with the online world (Bussert, Brown & Armstrong, 2008; Godwin, 2009).

As librarians move forward to meet their users' needs, application of social media has become indispensable in the work of the professional. In 2005 when the debate about social media application and interactive web in library services emerged, many early-adopters began to experiment and show their use of social media tools in their services. After 2006, there have been many studies which investigated the application of social media usage in different library environments (Barsky & Purdon, 2006; Boeninger, 2006; Fichter, 2006; Han & Liu, 2010; Xu, Ouyang & Chu, 2009). However, most of these studies examined the practical use and implementation of these tools and the result showed that libraries were not fully exploiting them (Harinarayana & Raju, 2010; Linh, 2008).

Past researchers in social media domain indicated that although librarians were aware about the importance of social media applications and they started using these tools, they were uncertain about which tool were better to use and how they could be fully exploited in their services (Heye, 2010).

After 2012, newer studies discussed about challenges and motivations for librarians in using these tools (Arif & Mahmood, 2012; Chu & Du, 2012; Tyagi, 2012). However, there has been a lack in exploratory research about librarians' attitudes, perceptions, and intentions toward the use of social media and Web 2.0 technology tools in the workplace.

Also, despite the trend toward the reorientation of product and service designs around the individual end user of social media tools within libraries and any organizations, it remains unknown whether librarians perceive gratification personally and professionally when they use these tools in their services and how their awareness, practices and motivations toward social media applications and new technological tools is.

It is commonly perceived that university students are among the most computer-savvy and “connected” users of social media technologies, especially social networking tools (Chu & Meulemans, 2008), for it offers a combination of communication, information sharing and entertainment for users and is a popular user-generated content domain (Agichtein et al., 2008). Using these technologies has become so pervasive in the lives of this young generation of students, that it has become a natural extension of them. They have simply come to expect that social media technologies, such as Facebook, Twitter and RSS will be an integrated part of their learning and information-seeking environment.

Consequently, it is clear that libraries especially academic libraries need to consider the use of any participatory tool which enhances their outreach to students outside of the libraries’ walls (Casey & Savastinuk, 2006; Miller, 2005; Stephens & Collins, 2007; Xiao, 2008).

The social media phenomenon enables libraries to interact with their users easily, free of cost, anywhere and at any time (Landis, 2008). According to Ullrich et al. (2008) Web 2.0 technology can be successfully exploited and enhance learning. This is also echoed by Davis (2005) who stated that while Web 1.0 took people to information, Web 2.0 will take information to people.

Therefore, there have been calls for libraries of all types to increase the use of social media and Web 2.0 application tools to connect with library users in different parts of the world (Baro, Idiodi & Godfrey, 2013; Carlsson, 2012; Chu & Du, 2012; Erdman, 2008).

1.2 Problem Statement

The use of social media has become widespread in academic libraries with recent literature showing a wide range of studies focusing on its uses and importance in library services. Academic libraries started using social media tools for variety of reasons such as facilitating the communication and interaction with patrons to conventional library services such as information sharing (Han & Liu, 2010; Nguyen, Partridge & Edwards, 2012; Tripathi & Kumar, 2010), current awareness (Loudon & Hall, 2011; Mahmood & Richardson, 2011; Si, Shi & Chen, 2011) and reference services (Hanif, 2009; Harinarayana & Raju, 2010; Phillips, 2011; Si, Shi & Chen, 2011; Steiner, 2009; Tripathi & Kumar, 2010). It has been observed that academic libraries are adopting and incorporating Web 2.0 and social media tools faster than other types of libraries (Habib, 2006; Han & Liu, 2010; Harinarayana & Raju, 2010; Tripathi & Kumar, 2010; Xu et al., 2009) and consequently are the target libraries in many library social media studies (Boateng & Liu, 2014; Edzan, 2009; Foley, 2002; Gerolimos, 2011; Phillips, 2011). Han and Liu (2010) also highlighted the importance of social media in top Chinese university libraries and discussed the various use of tools such as RSS in their library services (Han & Liu, 2010). According to Tripathi and Kumar (2010) RSS can be a good tool to convey relevant news and event of the library and announcing schedule of workshop, exhibition and online databases. Moreover, Philip (2011) highlighted Facebook can be tool as fundamental in forming relationships. More literature emphasized the areas where libraries and the users can benefit from social media applications such as in information dissemination (Romero, 2011), marketing (Harinarayana & Raju, 2010; Hendrix et al., 2009; Mahmood & Richardson, 2011), communication with users synchronously and asynchronously (Phillips, 2011; Xu, Ouyang & Chu, 2009), and library outreach programmes (Gall, 2012; Luo, 2008; Nguyen, Partridge & Edwards, 2012; Phillips, 2011;

Xu, Ouyang & Chu, 2009). Dickson & Holley (2010) highlighted that academic librarians can advocate and reach out to students in their familiar environment, thereby extending library services further than the traditional library wall. More recent literature discussed stimulating community and public engagement through social media especially social networking sites (Bonsón et al., 2012; Men & Tsai, 2013; Menzie, 2006; Sung, Hepworth, & Ragsdell, 2012), as Web 2.0 tools have the affordances to increase transparency, interactivity and openness to public (Bonsón et al., 2012).

However, despite its prospects to open up new channels in delivering library services and better engage their users, many researchers opined that libraries were not using the full potential of social media (Curran, Murray & Christian, 2007; Joint, 2009; Kercher, 2008). Curran, Murray & Christian (2007) emphasized that employing the concept Web 2.0 as a Library 2.0 requires libraries to employ services that are very different from the service one knows today, one that operates according to the expectations of today's users. The user-driven approach makes it possible for users to be presented with choices to view information online or request from afar appropriate to their needs and circumstances. Joint (2009) who argued that websites are no longer appealing to libraries, felt that the time was right for libraries to opt for a single, all-in-one systems-based approach through Web 2.0 services. He lamented that there were however plenty of examples of libraries who are rejecting this approach. Without such an approach, the library services will risk of becoming "a jaded and unappealing mausoleum to the web as it was in the mid-1990s – a sort of online Miss Havisham's tea-party that increasingly few users will want to be part of in future" (Joint 2009, p.174). Kercher (2008) in her study to discover how blogs were being used in Australian and New Zealand libraries, found that although most blogs are regarded as successful for disseminating information in a timely manner, the conversational

and marketing aspects of the blogs are not being realised. Many blogs are still in their infancy and libraries have not yet utilized the full potential of this interactive medium.

The fact that there have been more studies on how libraries are establishing their social presence after 2010 may indicate a measure of success, and more researchers tried to delve further into this topic, discuss the challenges and find ways on how best to exploit social media completely in library services. Si, Shi & Chen (2011) have emphasized the importance and benefits of social media as well as discussed some problems related to the lack of standard and training amongst librarians to fully exploit social media tools in their library. Arif and Mahmood (2012) were also unsatisfied with the inconsistencies and lack of practices in using social media in library services. The results of their study showed that only 20 percent of librarians in Pakistan were able to use Web 2.0 technologies. Therefore, despite the importance and expansive application of social media tools, scholars were concerned about the challenges and reasons for not fully using these technology tools in libraries. These challenges could be because the level librarians' personal familiarity and professional awareness, and behavior and attitudes toward social media tools were low (Nicholas et al., 2011). Therefore, it can be inferred that personality characteristics as well as computer expertise and motivation are the important reasons for social media usage (Eijkman, 2010; Gupta, 2012; Jowitt, 2008; Partridge, Lee & Munro, 2010; Ram et al., 2010). Also, there is a lack of framework of good practices in the context of library and information services for the application of social media in libraries. Consequently, in the absence of a full understanding of these aspects, it is unlikely that academic librarians will be able to fully exploit social media and effectively integrate it in their services. Given the hype around many social or Web 2.0 technologies, and the speed of change in this area, it

could be confusing for academic librarians to decide on which tools to apply to information challenges and problems.

In Malaysia, libraries reportedly began engaging in social networks in 2008 (Edzan, 2010). Early adopters began to experiment with social networks software tools such as RSS feeds, wikis, chat tools, podcasting, video-sharing and bookmarking. Since then, there have been surveys conducted in domains that describe how these tools are used (Ayu & Abrizah, 2011; Ismail, Kiran & Abrizah, 2013; Mansor & Idris, 2010). In addition, academic librarians regularly reported their use of social media at librarian associations, professional development seminars or in scholarly papers presented at national conferences (such as, International Conference on Libraries, Information and Society, 2012 (Kuala Lumpur); International Conference on Libraries, 2009 (Penang) and *Seminar Professional Pustakawan* which was held in June 2011 (Petaling Jaya) Malaysia). However, no study could be located that relates to librarian's awareness, actual practices, motivations, deterrents and readiness for social media presence. Therefore, there is a need to have an overall view of the actual uses of social media in Malaysian academic libraries in order to capture best practices and to apply that information to develop library services using social media frameworks. The library and information sciences literature have many reports of applied research, opinion-based case studies and early theoretical research but generally, there is a lack of study with a strong empirical base. There is a need to establish an overall view of innovative uses of social media in Malaysian academic libraries, for capturing best practices and for applying that information to developing theoretical frameworks and novel services to reach out to faculty, staff and students. Given the newness of social media

applications in Malaysian academic libraries, this study is focused on the objective to investigate and address this knowledge gap.

This study will therefore, explore whether librarians, whose main work focuses on information, are familiar with new technological changes and innovations, and whether they make use of different Web 2.0 applications. It examines the “how” and “why” of academic librarians’ social media presence using a “uses and gratifications” theoretical framework. “Uses and gratifications” refers to the how and why of media use, specifically, it refers to the motivations of specific uses, and the satisfaction people gain from such use (Ruggiero, 2000). The goal is to establish factual information and reveal the nature and extent of social media usage by Malaysian academic librarians for various purposes such as communication, networking and marketing, research and reference. It also elicits the attitudes and behaviors of Malaysian academic librarians in using social media.

The study will also identify dominant themes and issues of concern such as what barriers (i.e. lack of time, knowledge or institutional support) currently restrict the use of social media. This research will examine whether librarians’ personal attitudes, awareness, practices and motivations has an influence on the integration of different applications of social media in the future and how it can be utilized to propose a compatible framework and model for applying appropriate social media technologies in academic libraries.

1.3 Purpose and Objectives

The purpose of this study is to learn from academics librarians themselves about their social media presence with respect to awareness, current practices, readiness, motivations and deterrents.

In view of the above problems, this study intends to address, the following research objectives:

- a) to examine academic librarians' usage of social media in Malaysia and the reasons for this behavior,
- b) to understand the gratifications obtained from creating a social media presence among academic librarians, and
- c) to model academic librarians' social media presence in terms of awareness, current practices and motivations.

1.4 Research Questions

The following research questions have been formulated to address the above research objectives:

- a) What is the prevalence of social media presence in the academic libraries where the librarians are affiliated to?
- b) How has social media fulfilled gratification in terms of personal and professional use among the librarians?
- c) What are the conditions that deter academic librarians from participating in social media?
- d) How would academic librarians see themselves making use of social media in terms of awareness, current practices and motivations?

1.5 Approach of the Study

This research adopts a qualitative case study approach in order to explore Malaysian academic librarians' perceptions, motivations and behaviors toward social media tools as new technology tools that enhance communication and reach out to library users.

Three research-intensive universities in Kuala Lumpur, Malaysia were chosen as the boundary for this case study in order to analyse awareness, current practices, motivations and readiness of a group of librarians' and library professionals in depth. Data collection, which includes face-to-face individual interviews, focus groups and observations, helped to gather rich data. All data, which were gathered from the interviews, were audio recorded. Three focus group sessions were video recorded and librarians in a focus group were given the space to share their experiences and present their opinions on this topic. Also, librarians' behaviors in personal and profession social media pages were observed.

Interviews were conducted with twenty-six librarians who were head of library department, librarians who were social media page administrators, librarians who were active user of social media page and expressed their willingness to participate in this study. The interviews and focus group sessions were transcribed, coded and analysed through the theoretical lens of uses and gratifications (Katz, Blumberg & Gurevitch, 1974). This theory was found to be suitable to better understand librarians' personal and professional gratifications and deterrents in implementing social media. Moreover, the librarians' awareness, practices and readiness will be presented in the form of "personas" and scenarios (Cooper, 1999). The interview sessions continued until the data sources became saturated and the underlying themes were identified.

Librarians were given the opportunity to review the results prior to the completion of study. Details on methodology will be explained fully in chapter three.

1.6 Significance of the Study

This study is significant in terms of the subject, context and method.

Firstly, in recent years, social media studies are a popular area of research among scholars in many fields and different domains such as education (Lockyer & Patterson, 2008; Mazman & Usluel, 2010; Wang et al., 2012), science (Costa, 2013; McGoveran, 2012; Osterrieder, 2013), marketing and management (He, Zha & Li, 2013; Munar & Jacobsen, 2013; Schniederjans, Cao & Schniederjans, 2013). According to the literature of library and information studies, the emergence of social media in a library setting was first studied in 2005 by Miller. Since then, there have been many experimental and theoretical studies conducted in order to show the benefits and importance of this topic of research. However, no empirical study could be located in the form of a case study to explore librarians' attitudes and behaviors in social media application. Previous studies have always emphasized a knowledge gap in this area (Hazari, North & Moreland, 2009; Mahmood & Richardson, 2011).

Secondly, in the context of research-intensive universities in Malaysia, many libraries began to use and show their existence in social media networks between 2008 and 2010. However, after a few years, libraries are still in the process of learning how to use them effectively in library services and to reach out to students (Ayu & Abrizah, 2011).

Thirdly, previous studies have shown the importance of social media applications in libraries and how different libraries use these tools in their services. In recent years, studies

began to investigate the barriers and challenges faced by librarians to fully exploit these tools. However, the significant gap is evident. There are no empirical and exploratory studies in the form of a qualitative case study that uses the uses and gratifications theory, to probe librarians' motivations and deterrents in depth. The purpose of this study was to empirically explore the awareness, motivations and readiness of academic librarians toward the use of social media technologies in the workplace. In order to better illustrate librarians' awareness and practices of social media applications, this study uses personas, which is a novel method in social media and library research, to understand user behavior.

1.7 Research Scope and Delimiters

The scope of this study includes librarians from three research-intensive universities, which has been delimited to the boundaries of Klang Valley, Malaysia. These three university libraries were chosen because they serve as research-intensive universities, and are also ranked among the top universities in Malaysia and top 100 universities in Asia. Moreover, it was convenient for the researcher to contact and interact with participants as a case study in this area.

Participants in this study were delimited in terms of their job performance and activity in the library because they are either: a) Librarians who sat in the committee for the update and improvements of their respective library websites, b) Librarians who were either heads of departments or librarians in charge of creating content and updating social media applications in the sampled libraries, c) Librarians who considered themselves to be active users in at least one social media tool, and d) librarians who expressed their willingness to participate in the research.

It should be noted that the demographic information such as gender, age, years of experience, which are mentioned in this study, is not a criteria when selecting the librarians and these characteristics will only be mentioned to describe the relationship between participants and their social media application. More detailed information about the participants in this study will be presented in the methodology chapter.

1.8 Operational Definition of Terms

Categories: Categories is a term used with another term or a “theme” which refers to concepts indicated by the data, and not the data itself (Taylor & Bogdan, 1984). Therefore, categories or themes refer to data with shared properties, which are grouped and bear a new concept.

Constant comparisons: Refers to the constant analytical comparison of incidents and remarks by respondents in the study (Merriam, 1998).

Personas: Personas is a technique that contains some information about users’ prototype (Cooper, 1999). It illustrates the users' needs and behavior, which are used mainly by software designers. In this study, each librarian’s persona can be associated with specific scenarios and a fictitious description that details a more accurate characteristic (Cooper & Reimann, 2003). Personifying refers to the configuration of a concept or practice in the form of a persona. In this study, the term personifying represents the act of creating a persona. A detailed explanation about personas and how it is utilized for the current study will be provided in the literature review and methodology chapter.

Research-intensive universities: A university is an institution where research is only a part of the teaching and learning package. Research-intensive universities are universities, which are more focused on scientific research. Gaining valuable knowledge from leading researchers is the main purpose of these universities (Realizing Opportunities, 2011). In Malaysia, there are five research-intensive universities and three were chosen as case studies for this research. More information about the reasons for choosing librarians from these three universities will be described in the methodology chapter.

Social media: This term refers to a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content (Kaplan & Haenlein, 2010).

Social media presence: Refers to a situation of integrating and employing social media technologies such as RSS, blogs, social networking sites and wikis to create, share and interchange information.

Social media technology: Social media technologies are interactive tools such as RSS, blogs, social networking sites, wikis and social bookmarking and so on. However, these tools have been categorized into six main categories by Kaplan & Haenlein (2010), which are collaborative projects (e.g. Wikipedia), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube, Flickr), social networking sites (e.g. Facebook), virtual game worlds (e.g. high school library game and the librarian free online game) and virtual social worlds (e.g. Second Life).

Uses and gratifications theory: The uses and gratifications theory analyzes users' motives for utilizing social media. The theory proposes that users employ specific media in order to

gratify their social and psychological needs or they try to identify the negative and positive consequences of their usage (Katz, Blumberg & Gurevitch, 1974).

1.9 Organization of the Thesis

This study is organized into six chapters. Chapter one presents the background of the study, the context in which the research problem is studied, the objectives and the research questions. Chapter two presents a review of theoretical and empirical literature pertinent to the topic under study. It examines various literatures on the implementation of social media and the theories, which have been employed in this area. It also discusses the theory of uses and gratifications and how it could clarify the motivations for social media use. Chapter three presents the conceptual framework, the research design, approach and method of the study. Chapter four reports the analysis and discussions of the study findings. Chapter five is modeling the awareness, practices and gratifications of academic librarians using persona. Chapter six concludes this study with a summary of the answers to the research questions posed in chapter one, highlighting the contribution of this study and giving recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Social media in libraries was first discussed by Miller (2005), who related about building a new type of library based on the Web 2.0 platform. This environment would permit libraries to use virtual applications, which facilitated communication and sharing via tools that are participative, data remix enabled, smart and modular (Miller, 2005). In recent years, there has been quite an impressive corpus of professional literature in library and information science (LIS), which discusses social media presence, and explores its possibilities and drawbacks. Social media initiatives in libraries are growing at a phenomenal pace, and this reflects the research effort in this area involving a number of major projects throughout the world. Various terms and their associated plurals have been used to search for the relevant literature: “social media, Web 2.0, Library 2.0, participative library, Librarian 2.0 and User 2.0.” Under the term “social media” and “library” as keywords, the *Library and Information Science Abstract (LISA)* and *Library Literature and Information Science* full text databases were searched and over 850 documents were retrieved. Scopus provided 586 papers, whereas Web of Science database listed over 47 documents. After 2008, the number of conferences and special issues in journals, which cover papers about social media and Web 2.0, have increased. For example *ASLIB Proceedings* volume 61 published a special issue about blogs in 2009. Moreover, *Library Review*, a journal published by Emerald had a special issue about Web 2.0 and gaming in libraries. Also, *Electronic Library and Information Systems Journal* devoted a special issue in 2008 about Web 2.0 and social networking in libraries. Specified keywords associated

with social media in libraries are also coined to search the literature” terms such as “Facebook and Libraries”, “Blog and Libraries” and “Twitter and Libraries” etc.

This chapter provides an integrated and coherent review of literature relevant to this study. It will attempt to: a) examine the various definitions of Web 2.0 and its association with social media; b) explore the models of social media presence in libraries; c) identify the importance of social media tools, and the entrance of social media in library and information sciences; d) examine the way libraries make use of these tools to deliver their services; e) illustrate the types of social media tools, which are implemented in libraries; f) relate instances of uses, challenges, and deterrents of social media application in different libraries; and g) describe studies that map social media application through a theoretical lens to identify suitable theories that holistically explore social media applications in academic libraries.

2.1 Web 2.0 and Social Media Defined

Web 2.0 is the next generation of World Wide Web, which relates to how information and content in the Internet is created, distributed, disseminated and how people connect with each other. O’Reilly (2005) introduced Web 2.0 as the second generation of World Wide Web. Web 2.0 is a shift from the static websites, which uses search engine to share network space, to an interactive web for research, education, entertainment and social activities (Storey et al., 2006).

Therefore, Web 2.0 provides an opportunity for people to interact and connect with each other. O'Reilly (2005) gave this definition to show the difference between Web 1.0 and Web 2.0 as below:

Web 2.0 is the network's platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation", and going beyond the page metaphor of Web 1.0 to deliver rich user experiences. (O'Reilly, 2005)

This explanation includes some terms that are used in many researches when referring to Web 2.0. These terms include, the importance of users, participation and collaboration among users, and the remixing of information in new web technologies. O'Reilly's (2005) definition could be applied in different fields, which work with clients and users such as business, education and libraries.

In order to better understand the differences between Web 1.0 and Web 2.0, the comparisons are presented in Table 2.1.

Table 2.1: Differences between Web 1.0 and Web 2.0.

Features	Web 1.0	Web 2.0
Mode of usage	Read	Write and contribute
Unit of content	Page	Record
State	Static	Dynamic
How content is viewed	Web browser	Browser, RSS Reader, mobile devices and etc.
Creation of content	By website authors	By everyone

Source: Curran et al. (2006) in *Involving the user Through Library 2.0*. *New Review of Information*

Networking, 12(1-2), 47–59.

However, after 2010, many researchers used alternative names such as social networking sites and social media instead of the term Web 2.0. For example, Dickson and Holley (2010) used the term social networking in their paper, in which they discussed the possibilities and concerns of using Web 2.0 applications in academic libraries. Also, Burkhardt (2010) used the term social media instead of Web 2.0 in his article, and explained how these tools can be used in college and university libraries. Therefore, the enormous popularity of Web 2.0 technology resulted in the rise of social media and other technology tools, which were built on the foundation of Web 2.0 (Kaplan & Haenlein, 2010).

Social media tools are now being used increasingly by individuals of all ages because people spend more time online (Ellison, 2007; Ferlander, 2003). These online interactions could be considered as a supplement or transformation of face-to-face interactions. According to Roncaglia (2009), people spent three times more time on social media and Web 2.0 than in the Internet overall.

The significance of social media application has been seen in different fields from business to education. For example, the study of Clauson et al. (2013) showed that most pharmacy students were familiar with all kinds of social media tools. However, the majority of users did not use collaborative writing technology tools such as wikis, microblogging and social bookmarking sites. Pharmacy students believed that the application of social media would increase their ability to learn, connect and engage. However, Clauson et al. (2013) did not highlight how social media tools could increase the ability to learn among pharmacy students.

The other two features, which were consistent in all studies of social media, are collaboration and interaction. Researchers have shown an increased interest on how people interact, connect and network with each other, through social media, especially among school and university students who are the most active users (Aharony, 2013; Clauson et al., 2013; Hussain, 2012; Lin et al., 2011). According to Lin et al. (2011) the other reason students use social media is to maintain contacts with previous friends and build new relationships.

Social media application among students is an interesting topic, which many scholars have discussed in different studies. In his study, Hussain (2012) investigated the trend of social media application among university students in order to understand the reasons behind their use of these tools and the challenges they may encounter. The findings illustrated that the majority of students used social networking tools to develop their social network throughout the world, and to exchange academic ideas and activities. Students like to use social media tools because through it, they can share their learning experiences with their

friends and colleagues. The importance of social media applications in education and organisation leads to an open debate about the application of these tools for libraries, to serve students and academics.

After 2005, social media began to be used in libraries. Tools such as Facebook, Twitter and blogs began to be widely used in academic libraries for interacting with students, publicizing events, disseminating news and promoting services (Lilburn, 2012). In order to better understand the difference between Library 1.0 and Library 2.0, Curran et al. (2006) explained that Library 1.0 is one-directional, which takes people to the information, while Library 2.0 takes information to the people by connecting and bringing library services to the Internet so that users become more involved by participating and giving feedback.

Burkhardt (2010) described Web 2.0 as ubiquitous and academic libraries should use the communication tools to communicate and interact with faculty, staff and students. However, he emphasized that libraries should know what they want to do with social media tools before they start to implement it (Burkhardt, 2010).

Surveys such as that conducted by Aharony (2013) have investigated the experience of LIS students using social media and the effect of these tools in their future work as librarians or information scientists. Aharony noted that, librarians understood that social media platforms could serve as an additional tool for communication with library patrons. However, from the psychological aspect, the results revealed that personality characteristics such as introversion, extraversion and self-esteem as well as age, gender and level of

education, influenced library information science students' perceptions about using social media tools, specifically Facebook (Aharony, 2013).

Furthermore, after O'Reilly's (2005) proposal of Web 2.0 technology in libraries, there was more enthusiasm among librarians about using this new technology, discussions about its usefulness and how these tools can be used in library services (Habib, 2006; Maness, 2006; Miller, 2005).

Miller (2005) pointed out the importance of using Web 2.0 in libraries such as building library on virtual applications, establishing participative services for users, facilitating community sharing and remixing so that libraries could be cost-effective and can serve large number of individuals, and last but not least, building relationships on trust. Miller (2005) later combined the term Web 2.0 and library, and suggested the new term, Library 2.0.

In their recent study, Nguyen, Partridge and Edwards (2012) use of the term "participatory library" first introduced by Lankes and Silverstein (2006) that emphasizes the need for users to be empowered to take part in core functions of the library such as the catalogue system. Therefore, a participatory library causes the change in the role of users from information consumer to information provider because the library users can share information, suggest resources and participate in library activity and services.

2.2 Library 2.0 and its Library Service Model

There were many papers published, which described models to implement social media and Web 2.0 application in libraries. The first model was introduced in 2006 by Maness,

which has four features. These features include Library 2.0 as user-centred, able to provide multimedia experiences; socially rich and communally innovative (Figure 2.1).



Figure 2.1: Model of Library 2.0 by Maness (2006) in Library 2.0 theory: Web 2.0 and its implications for libraries. *Webology*, 3(2).

Habib's (2006) model for Web 2.0 and libraries was based on the idea that students' lives consisted of social and academic aspects, and physical libraries were in a unique position to provide both of these experiences. He explained that by the application of Web 2.0 technology, the boundary of the library as a physical and virtual space is vanished. Figure 2.2 shows the Library 2.0 model, as introduced by Habib (2006).

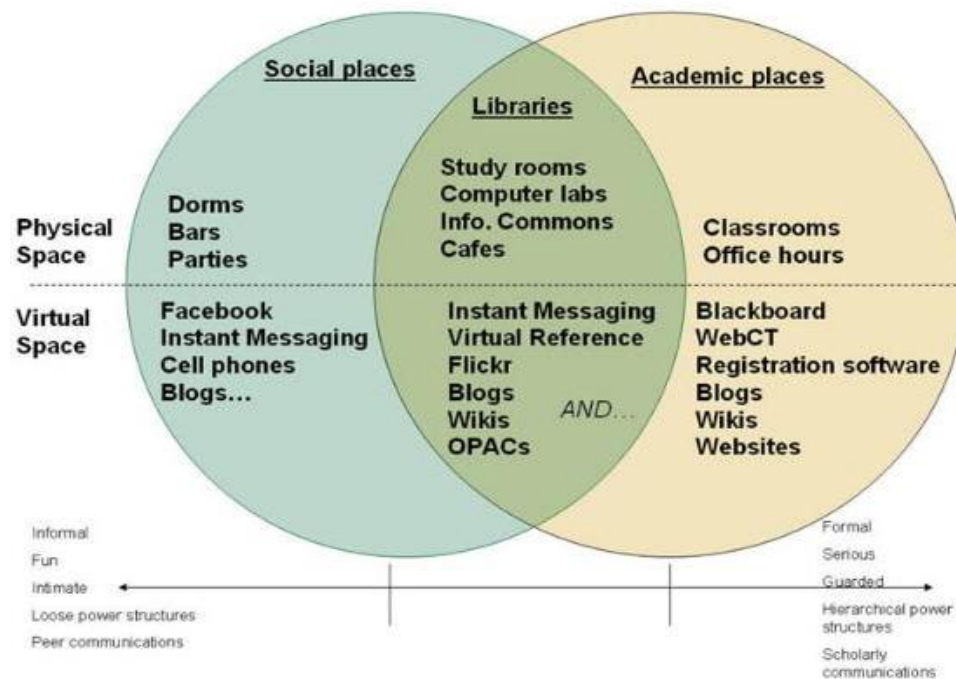


Figure 2.2: Model of Library 2.0 by Habib (2006) in *Toward Academic Library 2.0*:

Development and application of a Library 2.0 methodology (Master's thesis). University of North Carolina, NC.

According to Bhatt, Chandra and Denick (2009), Web 2.0 technology can build communities of thoughts and practices, which are very important for research and academia. Mack et al. (2007) pointed out that students are now using social media tools more than e-mail or traditional instant messaging and this situation makes it convenient to create library presence in the social media environment, making it easier to reach out to users. A profile in a social media tool takes only one minute to create, and yet it has the power to open hundreds of doors (Mack et al., 2007).

Another study by Xu, Ouyang and Chu (2009) proposed an academic Library 2.0 model, which includes three components: information, users and librarians. Librarian 2.0 are

persons who work with Web 2.0 technology, user 2.0 comprise the net generation and experts in their own fields, and information 2.0 supports and facilitates interactions between librarian 2.0 and user 2.0. The model proposed (Figure 2.3) shows how Web 2.0 interacts with information, librarians and users (Xu, Ouyang & Chu, 2009).

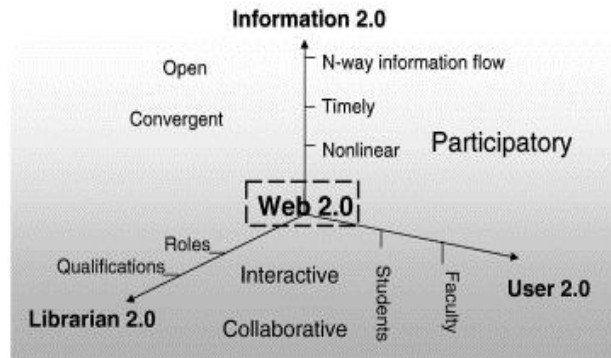


Figure 2.3: Library 2.0 Model by Xu et al. (2009) in the academic library meets Web 2.0: Applications and implications. *The Journal of Academic Librarianship*, 35(4), 324–331.

Most of studies above have been conducted in academic and research libraries and information centers. Different scholars agree that social media application is much more important in educational and academic libraries compared to other kinds of libraries such as public or national. For example, Hammond (2009) observed that blog usages in public libraries were lagging behind academic libraries in implementation. Chew (2009) also highlighted that in Southeast Asia, more academic libraries use social media compared to public libraries. This inferred that further clarification is needed in the form of empirical studies on how academic libraries use social media.

2.3 Social Media in Academic Libraries

Research has shown that library managers and librarians are enthusiastic and are early adopters of new technology tools to improve communication and interaction with their community.

The current literature on social media use by libraries falls into five areas of interest: "how-to" studies (Kroski, 2007; Maness, 2006; Miller, 2005; Rethlefsen, Engard & Chang, 2007); library-centered case studies (Chan, 2010; Edzan, 2010; Mansor & Idris, 2010; Saw, et al., 2013); empirical-based research (Chew, 2009; Linh, 2008; Si, Shi & Chen, 2011; Xu, Ouyang & Chu, 2009); service-provided analysis (Han & Liu, 2010; Harinarayana & Raju, 2010; Hendrix et al., 2009; Tripathi & Kumar, 2010); and perceived-use study (Chawner, 2008; Chu & Du, 2012; Creighton, 2010; Habib, 2006; Joint, 2009; Partridge, Lee & Munro, 2013; Secker, 2008).

2.3.1 The How-to Studies

Maness (2006) wrote the first paper, which described how different social media tools could be used in library services. He pointed out that, technologies such as synchronous messaging, blogs, wikis, social networks, tagging, RSS feeds, and mashups might revolutionize library services (Maness, 2006). For example, he mentioned that by applying instant messaging (IM), librarians and users could communicate synchronously in chat reference services. Blogs could help the library in collection development, and wikis could be a new form of group study room. Social networking sites (SNS) could help libraries interact with users, and share and exchange resources dynamically. Tagging enables users to create subject headings and could also participate in the cataloguing process. RSS could

help users to have one library page that syndicates the library content and their research interest. Maness (2006) also discussed how mashups, which is a hybrid application, could combine two or more Web 2.0 technologies into a completely novel service. Although Maness gave a holistic view of how libraries can use Web 2.0 tools, his paper lacked empirical examples of libraries which implemented social media tools (Miller, 2005).

Kroski (2007) categorized social media tools into four categories: content collaboration, social bookmarking, media sharing and social networking tools. Kroski described how different social media tools in these categories could be implemented in library services. The first category was content collaboration tools such as wikis and blogs, which could be used in libraries as organizational knowledge repositories. Also, they could be used as training tools for library staffs. Other benefits of content collaboration in academic libraries are in the form of subject guides and tools for shared documents. The second social media category mentioned in Kroski's study was social bookmarking tools such as Delicious and other tools that provide tagging. According to Kroski (2007), these tools can be used in academic libraries to create class reading lists, subject guides and patron bookmarking. The third category of tools is media sharing tools such as YouTube and Flickr. These tools could be useful for introducing historical collection, library tours and instruction, and marketing library services. The last category was social networking tools such as Myspace and Facebook. These tools can be used as library portals and are very suitable for library promotion, user outreach programs and networking (Kroski, 2007).

A study by Rethlefsen, Engard and Chang (2007) has categorized social media tools under social bookmarking, social reference managers, social media applications and collaborative

tools. Social bookmarking tools benefit users who could find others with similar interests, who had previously bookmarked the subject that they are interested in. This tool also provides social collaborative classification, which is useful for subject mapping and indexing. Social reference manager tools such as Connotea can be used as institutional repositories. However, Kroski (2007) had observed that wiki has this potential too.

According to Rethlefsen, Engard and Chang (2007) social media tools such as Flickr and LibraryThing allow users to socially catalogue their personal collection, whereas collaborative tools such as wikis could provide space for people to collaborate. The classification and description about each category given by Rethlefsen, Engard and Chang (2007) were too general and was not detailed enough as given by other studies by Kroski (2007) and Miller (2005). Table 2.2 illustrates the different applications, which have been discussed above.

Before 2007, the most popularly used social media and Web 2.0 tools for library services were RSS, blogs, podcasts, tagging and wikis. However, after 2007, other tools were introduced in libraries, such as social networking sites (e.g. Facebook and Myspace), microblogging tools (e.g. Twitter) and virtual worlds (e.g. Second Life). In order to better understand how different libraries used the various tools, the following sections will describe studies based on the most popular tools used in libraries.

Table 2.2: Application of Social Media Tools in Libraries

Social media tools	Usage in libraries according to previous literature
Instant messaging	Communicate synchronously (Miller, 2005)
Blog	Collection development (Miller, 2005); library organisation repository, training tool for staff; subject guide; tool for shared document (Kroski (2007).
Wiki	Group study room (Miller, 2005) library organisation repository, training tool for staff; subject guide; tool for shared document (Kroski, 2007). Space for people to collaborate (Rethlefsen, Engard and Chang, 2007).
Social networking tools (SNS)	Interact, share and exchange resources (Miller, 2005) library promotion, user outreach and networking (Kroski, 2007)
Tagging	Create subject heading, participate in catalogue process (Miller, 2005); Find similar interest (Rethlefsen, Engard and Chang, 2007); class reading list; subject guide; patron bookmarking (Kroski, 2007).
RSS	One page which syndicates all the content (Miller, 2005).
Mashup	Combine two or more social media tool (Miller, 2005).
YouTube and Flickr	Introduce historical collection, library tour, instruction and marketing (Kroski, 2007)

2.3.1.1 RSS Feed

RSS stands for (Really Simple Syndication) and it appeared to be popular on the Web after the emergence of the Web 2.0 platform. RSS provides a way to republish or syndicate content on the web. However, the content may be from other blogs, or sites. Therefore, RSS feed is an alert that comes from websites or blogs which users subscribe to, so that they could receive alerts without any obligation to log onto the website or check the blog page.

In academic libraries, if students subscribe to the library's RSS feed, they would be informed about new acquisition, library events, exhibitions or changes in the libraries' opening hours. Table 2.3 lists the examples of how RSS has been applied in libraries.

2.3.1.2 Blog

According to Amrutha (2010), the term "weblog" was coined by Jorn Barger on December 17, 1997. Then in 1999, Peter Merholz used the short term "blog" instead.

Blog is a tool used to share ideas, information and beliefs using the World Wide Web. Blogging is the first example of social media application, because it requires simple reading and writing on the web, and blog readers can also comment on others' blogs. Blogging can be considered as a 2.0 activity. The usage of blogs in library science dates back to 1998, where *The Research Buzz*, was considered to be the first blog in LIS (Crawford, 2005).

Stephens and Collins (2007) in his master's thesis, modelled blogging for librarianship. They examined the motivation and experiences of librarians who were professional authors for weblogs. Stephens and Collins distributed questionnaires and interviewed librarians in order to find out what motivated librarian bloggers, when they post in blogs. Their results showed that sharing, participating in community activities, enhancing professional development and feeling more connected to the profession and colleagues across the world, were the reasons for librarians' participation in blogging. Moreover, the librarians believed that blogging could increase their writing skills, increase their ability to keep current, and gave them the opportunity to speak and contribute to professional journals (Stephens & Collins, 2007).

Table 2.3: RSS Applications in Libraries

Current awareness:

- Publish news (Mahmood & Richardson, 2011).
- News or notification, new book and information; book reservations and overdue items (Si, Shi & Chen, 2011).
- Convey relevant news and event of the library (Tripathi & Kumar, 2010).
- Notification of information such as library news, events and new books, notification about circulation record (Han & Liu, 2010).
- Library news and events, new databases, general news, university news, newsletter, notice of nearly due time, overdue time for inter loan items (Linh, 2008).

Dissemination of information:

- Library announcements (Mahmood & Richardson, 2011).
- Information about encyclopaedia, laws and regulation (Si, Shi & Chen, 2011).
- Information about books and e-journals, announcing schedule of workshop, exhibition and online databases (Tripathi & Kumar, 2010).
- Announcing new books and journal (Linh, 2008).
- Dissemination on library news and current alert, information about instructional classes, alert users about arrival of new books (Harinarayana & Raju, 2010).
- Sharing audio and video clip of tutorials or video of interview, speeches (Mahmood & Richardson, 2011).

Selective information:

- Aggregating news or selected type of information (Chew, 2009).
- Syndication of subject related information (Han & Liu, 2010).

Institutional repository:

- Institutional repository (Linh, 2008).
-

In libraries, studies indicate that blogs could be a useful tool for communication and as a source of information. Hendricks (2010) believed that the blog is an alternative for traditional academic publishing in libraries. He described blogs as the means for promotion and tenure. Hendricks also showed that most academic library promotion committees consider blogs as a service to the profession. However, he noted that librarians indicated

that they did not equate blogging as publishing in a peer reviewed article (Hendricks, 2010).

Kercher (2008) studied how library blogs were being implemented in Australia and New Zealand. She did the content analysis of 73 blogs, surveyed 46 and interviewed 5 librarians who were involved with library blogging. Her findings indicate that most of the blogs were successful for disseminating information because they provided links to useful information. However, the potential for marketing and promotion of libraries did not appear to be fully utilized (Kercher, 2008). The different applications of blogs as indicated by previous studies are presented in Table 2.4.

After 2011, the application of blogs began to decline due to the emergence of social networking (e.g. Facebook) and microblogging (e.g. Twitter) (Torres-Salinas et al., 2011).

2.3.1.3 Synchronous Messaging

Instant messaging is the act of delivering information in a decentralized form, where conversations between people take place (Nielsen, 2009). Web 2.0 provides the possibility of synchronous or asynchronous communications and dialogues. However, with the emergence of social networking tools, users tend to communicate asynchronously. The application of tools such as instant messaging is very popular in some libraries that use it as reference service tool. A principle aim of the application of instant messaging (IM) services

Table 2.4: Blog Application in Libraries

Current awareness:

- Library news (Shoniwa & Hall, 2007).
- Publish news (Mahmood & Richardson, 2011).
- News bulletin (Xu, Ouyang & Chu, 2009).
- Make announcement; library news and events, library opening hours, borrowing services (Linh, 2008).
- Keep user current with subject of interest and provide news and accessing authoring of researcher (Harinarayana & Raju, 2010).
- News about downtime of server or database of library and library operation hours (Tripathi & Kumar, 2010).

Dissemination of information:

- Information about new acquisition and resources (Xu, Ouyang & Chu, 2009).
- Research tool, information literacy, general information, book review (Linh, 2008).
- Disseminate information about employment and career (Tripathi & Kumar, 2010).

Marketing and services promotion:

- Marketing library services (Mahmood & Richardson, 2011).
- Promote library and outreach program and promote library services (Harinarayana & Raju, 2010).

Communication tools:

- Comment on library post (Shoniwa & Hall, 2007).
 - Questions and answers (Linh, 2008).
-

in libraries has been to assist or guide patrons in the information search process (Foley, 2002; Nielsen, 2009).

This application became popular much earlier than other Web 2.0 applications. Foley (2002) examined the potential usage of IM as a digital reference service in academic libraries, through which the libraries could reach remote users across the campus and around the world.

Nielsen (2009) discussed about how IM can be used to serve public libraries in Denmark. He examined a software named Need2Know, which is a kind of IM in MSN that provides chatting facilities. This software created a very good opportunity and an excellent communication platform in public libraries, which serve young users who communicate through IM in their daily activities. Table 2.5 provides the different applications of IM in libraries.

Table 2.5: Instant Messaging Application in Libraries

<p>Synchronous communication:</p> <ul style="list-style-type: none"> • Communicate with librarian synchronously (Xu, Ouyang & Chu, 2009). • Consultation about assignments (Linh, 2008).
<p>Reference service:</p> <ul style="list-style-type: none"> • Alternative channel for reference services (Hanif, 2009; Si, She & Chen, 2011; Xu, Ouyang & Chu, 2009). • Quick online reference service (Harinarayana and Raju, 20f10). • Virtual reference services (Tripathi & Kumar, 2010). • Guide to library resources and advice about library services (Linh, 2008).

2.3.1.4 User Tagging

Social tagging or bookmarking is assigning keywords to selected websites or documents in order to organize and retrieve, or share selected documents. This service is provided by the implementation of Web 2.0 and social media in libraries. Some Web 2.0 services, which provide users with tagging functions, are bookmarking tools, such as Delicious, PennTags, and Flickr. Using these facilities in libraries, users can assign tags to individual library resources, write reviews of resources, comment about others' reviews, flag useful reviews and search the content of comments and reviews for tag-set. This application could be very

useful for the cataloging of library resources (OPACs), which can be the result in using OPAC 2.0. However, very little literature exists about user-tagging in library studies that show the effectiveness of collection retrieval from tagged resources. Furner (2007) discussed about the application of tagging in libraries and its usefulness. However, the paper was theoretical based and did not offer any evidence about how tagging could be used in practice.

In another study, Wilson (2007) stated that the North Carolina state university library was the first university in the USA, which implemented OPAC 2.0. The paper also introduced other universities that implemented OPAC 2.0 such as the National Library of Australia. OPAC 2.0 has been neglected by librarians in recent years and there have not been many studies, which explored its use as social media tools. However, the emergence of this tool in libraries dates back before implication of social networking sites in libraries (Wilson, 2007). A study in 2007, showed how catalogue 2.0 or the implication of Web 2.0 in cataloguing was important for scholars. Ficarek (2007) mentioned that tag clouds are currently considered as subject headings and some tools such as Delicious, have given the ability for users to add their own descriptions and give feedbacks on library collections. Ficarek stated that tagging could help users search and explore resources in catalogues.

Another function of tagging was mentioned by Xu, Ouyang and Chu (2009), who pointed out that Polytech University library in the USA had implemented tagging functions in their library blog, to enable users to organize news information within the blog.

The study by Han and Liu (2010) was the only empirical study, which discussed about OPAC 2.0 application in libraries. Since the application of OPAC 2.0 was widespread and popular among 27 libraries out of 38 Chinese university libraries, Han and Liu could descriptively explain how OPAC 2.0 was utilized under four categories. Firstly, libraries introduced OPAC 2.0 as a data mining tool for the libraries' collections and circulation records, which generated valuable book lists for users. Secondly, OPAC 2.0 has helped users to conveniently use book-related information from other informative web sites such as Google Book Search, LibraryThing, and Douban. Thirdly, it provided space for users to submit feedback about library collections, contribute book reviews, and rate books and other library materials. Fourthly, it offered a unified search interface for library collections from books and videos to e-resources. The different applications of tagging in libraries are presented in Table 2.6.

2.3.1.5 Social Networking Sites

Social networking sites are known as web-based services, which allow users to build public profiles, articulate to other users as friends with whom they can share a connection, and view and exchange information and ideas. The environment and classification of users' connections may vary from site to site (Ellison, 2007). The two most popular social networking tools among librarians in libraries were Myspace in 2003 and Facebook in 2004.

- a) **Facebook.** Facebook is the most popular social network, which was founded in 2004 by Mark Zuckerberg, a former student from Harvard University in order to link students in colleges and universities (Mack et al., 2007). This may be the reason for higher uptake of Facebook among college students.

Table 2.6: Application of Tagging in Libraries

Book list for users:
<ul style="list-style-type: none">• Data mining tool for library collection and circulation records, which can provide valuable book list (Han & Liu, 2010).
Library subject heading:
<ul style="list-style-type: none">• Tag clouds are currently considered as subject heading (Fifarek, 2007).
Organize information:
<ul style="list-style-type: none">• Organize news information within blog (Xu, Ouyang & Chu, 2009).
Users feedback on library collection:
<ul style="list-style-type: none">• Users add their own descriptive and feedback for library collection (Fifarek, 2007).• Space for users to submit feedback about library collection and contribute in book reviews (Han & Liu, 2010).
Facilitate search of library collection:
<ul style="list-style-type: none">• Offer a unified search interface for library collections – from books and videos to e-resources (Han & Liu, 2010).

In 2011, Gerolimos (2011) examined the users' feedback in 20 academic libraries Facebook pages in the USA. The findings showed that users' participation, feedback and comments were low and most of the feedback were from librarians and other colleagues not students.

Phillips in 2011 explored the usage of social networking sites and particularly, Facebook as fundamental for developing relationships. Phillips found that Facebook offered a

dynamic environment for academic libraries to cultivate relationship with students. Librarians used Facebook as a tool to announce and communicate with users synchronously and asynchronously. Also, librarians use Facebook as a means to inform users about library reference services or inter library loan and library promotion. Most of the libraries in Philips study used Facebook for marketing their library services and highlighting their information resources. Another social networking site (SNS), which has been used in libraries is Myspace.

b) Myspace. According to the founder Tom Anderson, Myspace was created in 2003 in order to compete with sites such as Friendster, Xanga, and AsianAvenue (Ellison, 2007). To do this, Myspace has more features based on users' demands. Most of the studies in academic libraries tended to focus on popular social networking sites that used Facebook rather than Myspace. Therefore, there is insufficient data, which discussed or investigated the application of Myspace in the library setting. In 2009, Keenan and Shiri compared Facebook and Myspace, and pointed out that the sociability in Myspace is higher than Facebook because of the searching power of Myspace, which allows users to rapidly find someone. Also, it allows users to upload video and audio sites to their profile. Keenan and Shiri (2009) therefore recommended that Myspace be used in libraries if librarians were given the chance to be more exposed to it.

Barsky and Purdon (2006) discussed the use of SNS in libraries with exemplary notes on a few SNS platforms. They believed that libraries could reach their users beyond the library walls by sharing knowledge in the form of discussion groups and communities in

SNS (Barsky & Purdon, 2006). The detailed discussion about SNS usage in library services is provided in Table 2.7.

Table 2.7: Applications of Social Networking Sites in Libraries

Communication synchronously and asynchronously:

- Librarians use Facebook as a tool to announce and communicate with users synchronously and asynchronously (Phillips, 2011).
- Facebook was used in libraries as a tool for communicating synchronously and asynchronously (Xu, Ouyang & Chu, 2009).

Sharing information and knowledge:

- Facebook was used for announcement of information and post photos (Hendrix et al., 2009).
- Libraries could reach their users beyond library walls by sharing knowledge in the form of discussion groups and communities in SNS (Barsky & Purdon, 2006).
- SNS was used in libraries for announcement of library news and information (Mahmood & Richardson, 2011).
- SNS used to disseminate library information, events and news (Harinarayana & Raju, 2010).

Reference service:

- Facebook used to provide chat reference (Hendrix et al., 2009).
- Facebook as a means to inform users about library reference services or inter library loans (Phillips, 2011).

Marketing library:

- Facebook was used to market the library (Hendrix et al., 2009).
- Most of the libraries in this study use Facebook for marketing their library (Phillips, 2011).

Making relationship:

- Facebook as fundamental in forming relationships (Phillips, 2011).
- Most important things academic libraries can offer to its users are long-term relationships with people who use their services. (Gall, 2012).

Book club:

- Rice University library web site created a book club in a social networking site. (Harinarayana & Raju, 2010).

c) **Podcasting.** Podcasts refer to an audio files that can be downloaded, listened to or viewed from the web or on MP3 devices. Libraries could use podcasts for presenting various events in libraries such as student graduation ceremonies, video taped lectures, and reunions (Connor, 2007).

According to Nguyen, Partridge and Edwards (2012) podcasts and videocasts allow users to share information, suggest resources, and participate in library activities and services. By applying these Web 2.0 tools, users become more involved in library services, have control, and are more independent in choosing and using information. Another application of podcasts, which has been mentioned by different scholars, was library tours (Harinarayana & Raju, 2010; Linh, 2008; Tripathi & Kumar, 2010). Xu, Ouyang and Chu (2009) also highlighted that users can download and listen to library related tutorials via podcasts and videocasts. Table 2.8 details the various applications of podcasts in libraries.

Table 2.8: Podcast Application in Libraries

Library related tutorials:

- Listen to library related tutorials, download and play offline (Xu, Ouyang & Chu, 2009).

Library tour:

- Provide library orientation tours (Linh, 2008).
- Provide library tours (Harinarayana & Raju, 2010).
- Provide instruction about how to access resources from outside campus (Tripathi & Kumar, 2010).

Share information:

- Users can create podcasts and videocasts, and share their learning and research experiences (Nguyen, Partridge & Edwards, 2012).
-
-

d) Twitter. Twitter is one of the most popular microblogging applications, which is launched in 2006. It provides the facility for users to share brief blasts of information by asking, “what is happening?” The answer to this question should be one hundred forty characters in length and it could be sent through mobile texting and instant messaging to the Web.

Twitter allows friends to constantly keep in touch and when one message is sent out, the ones who follow can receive it from RSS, e-mail, text message or Twitter itself. This application can be used through users’ mobile phones and that is why it can be used to share information at speed (Loudon & Hall, 2011). According to Steiner (2009) Twitter can be used as a communication tool and more specifically, to reference service in libraries. Loudon and Hall (2011) surveyed the implications of Twitter in UK academic libraries and found that Twitter was used to disseminate news, current awareness and professional development. These findings were consistent with the results obtained by Le Gac (2010), who explored the application of Twitter among New Zealand libraries. He found that Twitter was used in libraries as an online service, information channel, marketing tool and for professional development. Similarly, Fields (2010) observed that Twitter can be used to broadcast library news or information, and as a marketing tool to announce library workshops, online resources and current awareness. Table 2.9 provides examples of Twitter applications in libraries.

Table 2.9: Twitter Application in Libraries

Library current awareness:

- Twitter is used for current awareness (Loudon & Hall, 2011).
 - Twitter is used for library announcements about library workshops, online resources and library current awareness (Fields, 2010).
-

Reference service:

- Twitter can be used as communication tool and more specifically reference service in libraries (Steiner, 2009).
 - Twitter is used in libraries as online services (Le Gac, 2010).
-

Marketing tool:

- Twitter is useful as a marketing tool (Le Gac, 2010).
 - Twitter can be used for marketing tools ((Fields, 2010).
-

Dissemination of information:

- Twitter is used for disseminating news (Loudon & Hall, 2011).
 - Twitter is useful as an information channel (Le Gac, 2010).
 - Twitter can be used to broadcast library news or information (Fields, 2010).
-

Professional development:

- Twitter is useful for professional development (Loudon & Hall, 2011).
 - Twitter useful for professional development (Le Gac, 2010).
-

e) **Wiki.** Wiki is a social media tool, which allows users to collaborate and share knowledge without any programming skill. It provides space for groups of people to brainstorm, gather subject expertise, work together on projects, create training resources and replace intranets (Kroski, 2007). Both wikis and blogs enable librarians and users to be the creator and consumer of pages, and some studies group both tools in the same category (Majumdar & Shukla, 2008). Kaplan and Haenlein (2010) categorized wiki under content community web pages, which enhances the production of group work. Wiki pages can be edited easily by one person or a number of people who are allowed access (Hanif, 2009). According to Hanif (2009), wikis can be used as a tool for social interaction and debate between library professionals and users, sharing information, facilitating the recording and archiving of special content for future reference, and for creating subject guides.

Boeninger (2006) and Fichter (2006) in particular, discussed the applications of wikis in libraries for searching well-organized library resources, where librarians contribute in creating the content.

In summary, the most significant implication of wikis in libraries is knowledge sharing and knowledge management (Allan, 2007; Han & Liu, 2010; Kille, 2005; Tripathi & Kumar, 2010), providing student a learning platform (Xu, Ouyang & Chu, 2009) and promoting library authored resources (Harinarayana & Raju, 2010). Table 2.10 shows the different applications of wikis in libraries.

Table 2.10: Wiki Application in Libraries

Knowledge management:
<ul style="list-style-type: none">• Wiki can be used as knowledge management (Kille, 2005).• Distributing knowledge resources and open resource software (Tripathi & Kumar, 2010).• Librarians sharing their knowledge and experiences (Han & Liu, 2010).• Wiki as a tool for knowledge management (Allan, 2007).
Learning platform:
<ul style="list-style-type: none">• Student learning platform (Xu, Ouyang & Chu, 2009).
Marketing tool:
<ul style="list-style-type: none">• Promote library-authored resources (Harinarayana & Raju, 2010).

f) Second Life. Second Life (SL) is one of the largest social virtual worlds, which has more than 50,000 avatars around the globe (Chow et al., 2012). This virtual world is created for game playing, as well as for collaborative work, learning activities and information sharing. This virtual environment requires participants to register on the website, enabling them to download the program and create their virtual characters (i.e. avatars). Avatars can assume any appearance based on the imagination of the users. There are currently more than 60 universities and colleges that have established virtual campuses in SL (Chow et al., 2012).

The first SL environment for libraries was created in 2006 by Alliance Library System (Luo, 2008). Also, Vignoli and Tomael (2012) mentioned that the American Library Association (ALA) has created an island in SL since 2006. The screen shot of the ALA island in SL is shown in Figure 2.4. The architecture of the building is a literal concept of a library without walls or a virtual library (Chow et al, 2012).



Figure 2.4: Screen Shot of Libraries without Walls in Second Life by Vignoli & Tomael (2012) in American Library Association (ALA) in Second Life (SL). *Perspectivas em Ciência da Informação*, 17(2), 92–108.

The result of the study by Vignoli and Tomael (2012) on SL showed that the application of SL for ALA was satisfactory because many librarians declared their gratifications and admiration for the ALA Island. Librarians tried to implement SL in their services to meet the current and potential users' needs. Moreover, some librarians believed that they could meet peers across the country or around the world in order to learn from them and share experiences (Chow et al., 2012; Luo, 2008). However, Chow et al. (2012) also showed that SL is not supported by library administration, and librarians do not have enough time to update and manage SL projects in their workplace. The librarians in their study also emphasized that SL life is not well exposed in real life, resulting in fewer patrons being aware of its existence.

There have been many studies, which explored questions of how SL can be use in libraries and how it is perceived by librarians (Elliott & Probeta, 2011; Erdman, 2008; Mon, 2012).

Luo (2008) proposed that reference desks in SL could be a place for social communication between libraries and users. Table 2.11 summarises the applications of SL in libraries.

Table 2.11: Application of Second Life in Libraries

Profession development:
<ul style="list-style-type: none">• Meet peers across the country or around the world in order to learn from them and share experiences (Chow et al.2012).• The motivation for librarians to participate in SL is to chat with other reference librarians (Luo, 2008).
Communicate with users:
<ul style="list-style-type: none">• SL is a place for social communication with libraries and users (Luo, 2008).
Meet users need:
<ul style="list-style-type: none">• Librarians try to implement SL in their services to meet the current and potential users' need. (Chow et al. 2012).

Another social media tool, which could be a very useful portal for training users and promote library is YouTube. However, previous studies have not dealt empirically about the application of YouTube in libraries. Webb (2007) argued that the combination of YouTube in libraries could establish a beautiful relationship, since librarians can upload videos on YouTube, and it can be good portal for training users and promote libraries.

2.3.2 Library-Centred Case Studies

The second category of study is case studies that investigate or explore the application of social media, in one case within one library. Edzan (2010) examined how University of Malaya library in Malaysia reached out to users by employing social networking sites such as Facebook. Edzan's study showed that the library's Facebook page is suitable for answering students' questions and publishing information to inform users. Another study

by Chan (2010) assessed the adoption of Web 2.0 at Murdoch University library, Australia as a case study. The study also studied librarians' perceptions toward these tools. The results of the study revealed that library staff had good or fair awareness and ability level in using Web 2.0 applications, and a large number of librarians indicated that they use Web 2.0 and social media tools in their work (Chan, 2010).

Mansor and Idris (2010) conducted a study at the Malaysian International Islamic University (IIUM) library in order to understand librarians' awareness and usage of social media in that specific library. The study revealed that librarians were aware and was willing to implement social media technology in the library.

A more recent study by Saw et al. (2013) showed that Facebook and YouTube, followed by Twitter, were the tools that were very popular among international students in Bond University, Australia. The reasons for using Facebook and other social networking tools were to participate in social activities such as chatting with friends, keeping up with friends' activities and sharing information (Saw et al., 2013).

2.3.3 Empirical-Based Research

This section covers literature that focused on the usage of different social media applications in different library contexts and in different parts of the world. In 2009, Chew investigated the application of Web 2.0 tools in Southeast Asian countries. The results showed that blogs and RSS were the most popular tools used by librarians to undertake web publishing. These findings were consistent with the study by Xu, Ouyang and Chu (2009) who surveyed 82 academic libraries in the New York State and Long Island in the USA.

Their study found that blogs, IM and RSS were the main social media applications, which were used extensively compared to social bookmarking, SNS and podcasts. Blogs were mainly used for news bulletin and announcements in academic libraries. Surprisingly, only four libraries used social networking.

RSS was popular in Australia as well as in the USA, UK and Southeast Asia. The study conducted by Linh (2008) showed that at least two-thirds of Australasian university libraries deployed one or more Web 2.0 technologies. This survey reported that RSS was the most widely applied technology while IM was the least.

RSS was found to be popular in China. Si, Shi and Chen (2011) investigated the application of Web 2.0 in top 30 Chinese libraries. The result of the study showed two-thirds of libraries use one or more Web 2.0 applications and RSS was the most popular tool.

2.3.4 Service-Provided Analysis

This section describes studies that investigated how libraries use social media in their services, in different countries. A study by Harinarayana & Raju (2010) explored the trends in the application of Web 2.0 and Library 2.0 as exemplified by the web sites of 100 top universities around the world. They determined that 35 university libraries used RSS feeds for the dissemination of library news, events and announcements and 12 libraries used RSS for alerts about the arrival of new titles. Blog space was provided for users as a promotional library activity in 15 university libraries.

Tripathi and Kumar (2010) investigated the application of social media in academic libraries. The context of their study was developed countries such as USA, Australia, Canada and the UK. They used checklists and conducted content analysis to understand how Web 2.0 was used in academic libraries. The result of the study showed that libraries mostly used RSS and blogs. The study concluded that some practices needed to be developed for better implementation of social media in libraries. Libraries should use podcasts and videocasts whenever and wherever learning is needed. Blogs can be a very good tool to cater for the needs of specific groups of library users. Wikis can be used as subject guides or guidelines for implementing various tools in libraries.

Han and Liu (2010) explored the condition of Web 2.0 technology employed in Chinese university libraries. He found among six social media tools, Catalog 2.0 and RSS were the most commonly used, while IM, blogs, SNS and wikis were least frequent. Catalog 2.0 was used by users to tag, give book reviews, rate text and submit feedback about library collections. The Web 2.0 technology helped users to utilize book-related information from other websites and provides a useful search interface for library collections in any format such as books, videos or e-resources.

Hendrix et al. (2009) investigated the reasons why health science libraries used Facebook. The results showed that libraries use Facebook to market library services, push out announcements, post photos, provide a chat reference space and create presence in a social network. However, the reasons librarians mentioned for not using Facebook were uncertainty about how to set up a Facebook account, although this number was small, and the lack of time needed to set up and maintain a Facebook page.

2.3.5 Perceived-Use Study

The late phase of social media studies started after 2008, at the time when many libraries had experienced different social media tools in their profession. The new debate that emerged discussed issues such as different attitudes, perceptions and challenges that librarians encounter using social media tools. One of the most significant discussions was regarding the challenges and reasons for using social media tools in libraries.

In 2006, Habib's study found that sharing, participating in the community, enhancing professional development, and feeling more connected to the profession and colleagues across the world were the reasons for librarians' participation in blogging.

Also, Joint (2009) published a paper in which he described some challenges his library encountered while using Web 2.0 tools. He reported heavy workload, security, authentication and intellectual property management, as obstacles for not fully implementing social media tools in the library. Also, Joint mentioned that it was easier to fully use one social media tool instead of a number of them.

Secker (2008) believed that librarians are joining social media for purely social reasons. However, its use could overlap into the library profession. She found that unfamiliarity with using social media applications in libraries was the main reason, which deterred librarians from using social media tools. Another concern of librarians in the early days was that social media was known as a tool used for fun. So, they did not know how to appropriately use it in the library profession. Privacy and security issues, as well as lack of staff development, were also highlighted as hindrances (Secker, 2008). The deterrents,

which have been consistently highlighted by different scholars were privacy, security, identity (Lilburn, 2012); unfamiliarity with social media tools and lack of training for librarians (Arif & Mahmood, 2012; Baro, Ebiagbe & Godfrey, 2013; Chawner, 2008; Creighton, 2010; Khan, & Bhatti, 2012; Si, Shi & Chen, 2011; Tyagi, 2012). The detailed explanations of each study will be discussed in the following paragraphs.

Chawner (2008) investigated academic libraries in New Zealand to understand the obstacles of using social media tools. The result of the study was categorized in three groups: technology, personal and institutional barrier. She pointed out that if library staff received enough training in using technology tools, they would use more social media applications in their daily jobs. She also suggested that managers should approach the younger librarians in order to have more participation in social media among library staff. The need for training librarians was also pointed out by Si, Shi and Chen (2011), who investigated the application of Web 2.0 in top 30 Chinese libraries. Another barrier that the librarians argued about was the lack of paradigm and standard for the application of these tools, which can be generalized to create a social media policy. Also, users' information literacy and lack of suitable marketing skills were other challenges for social media application.

The above results, was also supported by Creighton (2010). In order to overcome collaboration barriers among school librarians and teachers, she conducted a study to understand the perception of Web 2.0 and the barriers to using the social media tools. The results showed the need for training and lack of time as the barriers for not using social media among librarians.

Arif and Mahmood (2011) addressed the use of social media under computer literacy. They investigated the hindrances of social media tools' application among Pakistani librarians. The results showed that the lack of computer literacy, and lack of computers and Internet facilities as the major obstacles to social media application. Also, they found that young respondents had excellent skills in using the Internet, and were more likely to adopt social media and Web 2.0 applications. The importance of Internet skills was also highlighted by recent studies conducted by Tyagi (2012), and Khan and Bhatti (2012). Other challenges such as lack of knowledge about social media tools and lack of time were also significant in Khan and Bhatti's investigation.

The result of a study by Chu and Du (2012) provided other two obstacles, which were uncertainty among staff and limited participation of users. Limited participation from users resulted in libraries not being able to communicate and reach out through its services. There are some studies that were conducted to examine the students' point of view about communication with librarians through social media tools. For example, Connell (2009) investigated students' opinion about the application and communication with librarians through popular applications such as Facebook and Myspace. In his study, Connell revealed that library social media pages were extensively welcomed by students and academic libraries experienced more success in the application of Facebook to communicate with users, than with other social network tools such as Myspace.

Chu and Meulemans (2008) also observed that students felt strange when using social media for educational purposes. However, they preferred to communicate with their

lecturers and other students through Facebook and Myspace to discuss their assignments, because they already have accounts in them (Chu & Meulemans, 2008).

A recent study by Baro, Ebiagbe and Godfrey (2013) investigated the barriers of social media applications in South African and Nigerian libraries. They listed lack of time, lack of skills, lack of facilities such as bandwidth, and lack of supporting policy and plans as the main reasons that librarians were not using social media tools extensively.

Another group of studies in social media draws readers' attention to librarians' motivations and attitudes toward social media. Khan and Bhatti (2012) investigated the application of social media in Pakistani academic libraries. The results showed that librarians have a positive attitude towards the application of these tools in their services because they would be useful for marketing, sharing knowledge, publicity and communication with distance learners.

Chu and Du (2012) explored the factors that influenced the application of SNS in 140 Asian, North American and European libraries. Library staffs have a positive attitude toward the application of SNS and use it for promotions, publicity, enhancing reference services and knowledge sharing.

There have been changes in librarians' perceptions, from the time social media was first reported in library studies; compared to recent years when social media use has become popular among academicians. Some studies showed that librarians were not very optimistic about the application of social media in libraries, as exemplified by Charnigo and Bernett-

Ellis (2013) who found that the majority of librarians believed that Facebook did not served any academic purpose. Also, a study by Pacheco, Kuhn and Grant (2010) showed that medical school librarians were not clear about the benefit of participating in social media and Facebook in particular. However, papers that discussed this conflict of ideas about social media application in libraries began to decline and after 2010, there was no disagreement among most librarians. Brantley (2010) reported that in most studies which discussed librarians' reaction towards Web 2.0 and social media tools, the majority of librarians had optimistic expectations toward Web 2.0.

Partridge, Lee and Munro, (2010) explored Australian librarians' attributes and skills required, and factors which affected their social media participation and implementation of Library 2.0 in Australian libraries. Employing focus group as the data collection technique, the most significant requirements were technology, learning and education, research or evidence based practice, communication, collaboration and team work, user focus, business savvy and personal traits. The most interesting finding of their study was that almost all librarians in focus group spoke about cultural change in library profession.

2.4 Application of Social Media in Malaysian Academic Libraries

In Malaysia, the debate about social media and the Web 2.0 emergence in an academic library domain took place in 2008. In her paper, Edzan (2010) discussed how the University of Malaya library launched their Facebook page in 2008 to communicate and reach out to their users. Facebook was found to be a suitable source for answering students' questions and pushing information to users. According to Edzan (2010), the reason University of Malaya library chose Facebook among other social network sites was because of its

popularity as a social network platform among Malaysians. Edzan reported that in 2010, the library had 6.2 million visitors

In 2010, Mansor and Idris surveyed librarians in the International Islamic University, Malaysia to understand their awareness and readiness to implement social media in the university's library. The results showed that, most librarians used blogs and wikis compared to other social media tools. Also, the majority of librarians remarked that since they are computer literate and aware of Web 2.0 technology tools, they are willing to implement social media tools in library services. However, Mansor and Idris did not clearly show how the librarians use social media tools for library services.

Another study by Ayu and Abrizah (2011) analyzed academic libraries' websites to examine how they used social networking tools (e.g. Facebook) to reach out to users. Their results revealed that among 14 academic libraries, only three libraries fully implemented Facebook in their services. The rest of the 11 libraries stated that they were in the process of learning how to use these tools for their services.

Most of the studies conducted on social media applications in libraries were quantitative researches. Therefore, there is a need to explore more qualitatively to bring new and usable, knowledge in this particular area of study. Previous studies lacked a grounding in theory and failed to explore the gratifications and reasons for using or not using technology tools among stakeholders, specifically academic librarians.

2.5 Theories Used For Social Media Applications

One major criticism of much of the literature on social media studies in the library field is that they relied too heavily on quantitative analysis, which was not grounded on any significant and sufficient theoretical lens. Therefore, there is a need to explore librarians' attitude and perceptions on social media application through a significant theoretical lens, which can cover librarians' attitudes, practices and motivations for using social media.

This section lays out the theoretical dimensions of the research, and looks at how scholars use theoretical lenses to explore social media application in libraries. The “diffusion of innovation” theory was used by some scholars in previous library studies. In 2008, Jowitt explored the use of podcasts among library staff and users by using a mixed, qualitative and quantitative approach, for her study of New Zealand libraries. Rogers' 1962, diffusion of innovation theory was chosen as the theoretical framework of Jowitt's study. The results showed that libraries were at the early stage of adoption of podcasts in New Zealand libraries. The study also investigated the topics, which people like to listen to in podcasts, the technologies that were being used in libraries and people's perceptions about receiving library instructions via podcasts. Therefore, the author did not focus on the perception and attitudes of librarians in this study (Jowitt, 2008).

Rogers' diffusion of innovation theory was also applied in the research by Le Gac (2010), who investigated the use of Twitter in libraries. The diffusion of innovations theory evaluated how libraries successfully implemented Twitter and examined the factors that facilitated or inhibited its adoption. Diffusion of innovation theory classifies users based on how soon they adopted new technology. Therefore, librarians were interviewed to find out

whether they were innovators, early adopters, early majority, late majority or laggards. Social media librarians in Le Gac's study were early adopters or early majority. There were no innovators in their classification results. The early adopters were the young generation of librarians who were also dominant social media librarians. Their social status in social media pages was higher and they were highly educated. On the other hand, Le Gac's study showed that librarians who were early majority, adopted innovation considerably slower. One of the limitations of this study is that it does not explain librarians' attitudes and their feelings towards the application of Twitter. Le Gac did point out some reasons for social media application such as an alternative communication channel, a promotional tool, a professional development tool, and an advocate for libraries and twittering libraries that champion Web 2.0.

Another study by Nielsen (2009) examined the application of IM through "theories of communication" in public libraries. He concluded that the service Need2know was used as a communication tool with library users in order to reach them wherever they were. The study did not take into account the librarians' points of view and perspectives regarding IM or social media applications, although it used the communication theoretical perspective (Nielsen, 2009).

The uses and gratifications (U&G) theory which was first coined by Katz in 1959 will be implemented in the current study. It has previously been utilized and experimented on for other kinds of media such as Internet, television, radio and other kinds of communication tools. Since social media is built on the Internet and Web 2.0 platform, the theory of uses

and gratifications could be suitably used to understand users' attitudes and perspectives. Also, no studies have previously applied this theory in social media application in libraries.

2.5.1 Uses and Gratifications

Past research regarding the implementation of new technology has shown that new media often creates new gratifications and motivations for users. However, there have been few theories that clarify the phenomena of new technologies from the uses and gratifications perspective, especially in the library and information science field.

The theory of uses and gratifications has been used to explain how social and psychological needs drive audiences to actively use different media to gratify their needs (Rubin, & Bantz, 1987). The theory considers users as dynamic, discriminating and motivated in media usage, and the focus of this theory is on what people have done with the media, instead of what impact the media has on audiences (Blumler & Katz, 1974).

Palmgreen and Rayburn (1979) said, when a media offers or surpasses the gratifications which is sought after initially, users would implement media repeatedly until finally, the use of that media becomes a habit.

Researchers have implemented the uses and gratifications theory in traditional communication media studies such as the use of the radio (Cantril & Allport, 1935; Herzog, 1942), television (Rubin, 1981, 1983), the Internet (Stafford, Stafford & Schkade, 2004) and mobile television (Choi, Kim & McMillan, 2009).

For example, Rubin (1983) linked specific motives including surveillance, entertainment, personal identity, escape and companionship with television use. Some of these gratifications were consistent with the findings of other studies (Stafford, Stafford & Schkade, 2004; Choi, Kim & McMillan, 2009; Quan-Haase & Young, 2010).

After the year 2000, more literature was published related to the uses and gratifications theory. Stafford, Stafford and Schkade (2004) collected data from the Internet and found 45 motivations for Internet use. The most common motivational items for using the Internet were information, e-mail, research, chatting, entertainment, communication, and fun (Stafford, Stafford & Schkade, 2004).

Motivational factors such as entertainments and information were consistent with another study by Lee et al. (2011), which found that people were willing to adopt mobile television primarily to meet their entertainment and information needs, mobility, and portability.

On the other hand, a study by Ruggiero (2000) revealed other kinds of gratifications for Internet use, which included activity and interactivity, asynchronicity and demassification, and hypertextuality (Ruggiero, 2000). Interactivity can be viewed synonymously with communication, in Stafford, Stafford and Schkade's study on Internet motivations. However, asynchronicity and demassification, and hypertextuality were new themes, which have not been mentioned by other studies, which used the theoretical lens of uses and gratifications.

According to Ruggiero (2000), there are two main questions in the mind of researchers using the uses and gratifications theoretical lens:

- a) Why do users interact in a specific type of mediated communication?
- b) What kind of gratifications is obtained from such interaction?

Palmgreen, Wenner and Rayburn (1979) did a seminal work on the uses and gratifications theory, by investigating the relationship among gratifications sought, media behaviour, and gratifications obtained. Their results indicated extensive promise for gratifications sought versus gratifications obtained, when conceptualizing uses and gratifications.

According to Quan-Haase and Young (2010) there was no large-scale study to investigate gratifications sought, before 2010. They also mentioned that a similar principal gratification formation exists for all types of social media, resulting with some differences. However, after 2010 there were studies investigating social media application in different organisations and settings. In order to better understand social media gratifications, the following section will describe the different types of gratifications, which were found in the different studies (Quan-Haase & Young, 2010).

2.5.2 Uses and Gratifications Theory in Social Media

The uses and gratifications theory has been used in recent years to examine the needs of users employing online applications, and this theory is popular mostly among the younger generation of researchers and students. Different scholars have used it to investigate various social media applications such as blogs (Hollenbaugh, 2011), Twitter (Chen, 2011; Johnson & Yang, 2009), Myspace and Facebook (Raacke, J., & Bonds-Raacke, 2008), and social

networking sites (Dunne, Lawlor & Rowley, 2010; Pai & Arnott, 2013; Tazghini & Siedlecki, 2013).

The gratifications, which Hollenbaugh (2011) found as reasons of why different bloggers posted on blogs were helping or informing, to pass the time, creating social connections, exhibitionism, archiving or organizing, professionalism, and getting feedback.

Johnson and Yang (2009) categorized the gratifications obtained from using Twitter in two separate ways: the gratifications sought and gratifications obtained using Twitter. In their study, the gratifications gathered were categorized under social motives and information motives. The information motives included six items such as: get information (i.e. facts, links, news, knowledge, ideas); give or receive advice; learn interesting things; meet new people; and share information with others (i.e. facts, links, news, knowledge, ideas). Social motives comprised nine factors: have fun, be entertained, relax, see what others are up to, pass the time, express freely, keep in touch with friends or family, communicate more easily, and communicate with many people at the same time. Johnson and Young concluded that since Twitter is used mainly as a source for distributing information rather than as a medium for satisfying social needs, social motives were not significantly related to Twitter use. However, this is contradictory to the findings by Coursaris, Yun and Sung (2010) who observed that Twitter was used more for entertainment, which is a social reason. The results of their online survey revealed that the needs for entertainment, relaxation, the service's visibility and compatibility, were strong predictors of Twitter's usage.

Yue (2008) conducted a study that examined and compared the gratifications sought using YouTube and television. By applying the theoretical lens of uses and gratifications, Yue found that the factors which influenced the application of YouTube were information seeking, companionship, entertainment, social interaction, relaxation, to pass the time and as a supplement to companionship.

Dunne, Lawlor and Rowley (2010) explored why young people use SNS. The result of their study was categorized in themes related to the gratifications sought, which were: communication, friending, identity creation and management, entertainment, escapism and alleviation of boredom, information search and interacting. However, the gratifications obtained were different, which includes: being able to portray one's ideal image, peer acceptance, to maintain relationships, to feel safe from embarrassment and rejection, and to enjoy indulging in giving opinions on politics.

In 2013, Pai & Arnott used the U&G theory to study the adoption of SNS among Taiwan's Facebook users and found four attributes which contributed to their gratifications, which included: to have a sense of belonging, hedonism, to increase self-esteem, and for reciprocity.

In 2008, Joinson surveyed 241 Facebook users and identified 137 phrases as gratifications for Facebook use. The categorized phrases were then grouped and seven themes emerged as gratifications for using social networking sites among students. These themes included: social connection, social investigation, shared identities, status updating and social network surfing. The verbatim statements of participants indicated the importance of keeping in

touch, maintaining passive contact or social surveillance, re-acquiring lost contact, communicating, tagging photographs, posting or sharing pictures, the ease of use because of the design, and making perpetual and new contacts (Joinson, 2008).

In a recent study, Tazghini and Siedlecki (2013) explored the positive and negative influences of social networking tools. The results of the study showed that the positive reasons were: keeping in touch with family and friends, making communication with distant friends and family, connecting and socializing with others, sharing pictures and ideas, reconnecting with old friends, networking, promoting events or self, getting to know people better, updating news, entertainment and creating images. However, the negative points of social networking were: conflict in relationships or drama; time consuming; privacy concerns; procrastination; weaker relationships; concerns over sharing or overexposure; annoyance over postings by others; judging others or feeling judged; feeling addicted, isolated or left out; and lacking control of information (Tazghini & Siedlecki, 2013).

The study by Alhabash et al. (2010) showed that social connectivity bore more influence and motivation to users compared to other variables in the study, such as shared identities, photographs, content, social investigation, and social network surfing.

Also, Giannakos et al. (2013) found in their research that social connection, using application, wasting time and social network surfing are principal components, which motivate users to use Facebook.

In 2013, Balakrishnan and Shamim explored the application of social media among students through the theoretical lens of uses and gratifications. The study revealed that students' gratifications manifested in the form of feeling entertained, skills being enhanced, presentation of self in the application of social media, feeling loss of control, salience, withdrawal and relapse, and reinstatement.

In summary, previous studies show that uses and gratification was a suitable theoretical lens in studies, which sought to explore the interpersonal relationships formed between users and online media. According to Rubin (2002), the uses and gratifications approach is appropriate to understand how a particular medium can gratify the needs of people and motivate people to communicate.

Also, some of the gratifications, which are found in previous studies, such as information needs, communication, promotions and social networking are important factors in organisations such as academic libraries, which offer information services to students. However, there has been little research found that employs the U&G theory in library organisations, particularly from the point of view of stakeholders such as librarians, in order to understand their attitudes and gratifications for using new technology tools in their services. The following Table 2.12 illustrates the themes that emerged from the results reported in previous research studies mentioned.

Table 2.12: The Uses and Gratification Theory Used in Social Media Research

Researchers	Social media investigated	Setting	Themes emerged
Hollenbaugh (2011)	Blog	Bloggers	Helping or informing, pass time, social connections, exhibitionism, archiving or organizing, professionalism, get feedback.
Johnson & Yang (2009)	Twitter	Twitter users	Information motives: get information, give or receive advice, learn interesting things, meet new people, and share information with others. Social motives: have fun, be entertained, relax, see what others are up to, pass the time, express freely, keep in touch with friends or family, communicate more easily, and communicate with many people at the same time.
Coursaris et al. (2010)	Facebook	Facebook users	Entertainment, relaxation, the service's visibility and compatibility.
Yue (2008)	YouTube and TV	YouTube users	Information seeking, companionship, entertainment, social interaction, relaxation, past time activity and to supplement companionship.
Dunne et al. (2010)	Social Networking Sites (SNS)	Young people	Communications, make friends, create and manage identity, entertainment, escapism and alleviation of boredom, information search and interacting.
Pai & Arnott (2013)	Facebook	Facebook users	Belonging, hedonism, self-esteem, and reciprocity.

(Cont.)

(Continued)

Joinson (2008)	Facebook	Facebook users	Social connection, content social investigation, shared identities, status updating and social network surfing.
Tazghini & Siedlecki, (2013)	Social Networking Sites (SNS)	Users	Keeping in touch with family and friends, easy communication with distant friends and family, connect and socialize with others, share pictures and ideas, reconnect with old friends, networking, promoting events or self, get to know people better, news update, entertainment and create image.
Alhabash et al. (2012)	Facebook	Facebook users	Identities, share photographs, content, social investigation, social network surfing.
Giannakos et al. (2013)	Facebook	Facebook users	Social connection, using application, wasting time and social network surfing.
Balakrishnan and Shamim (2013)	Social media	Students	Social networking, entertainment, skill enhancement and self-presentation in applications of social media, and the symptoms such as loss of control, salience, withdrawal and relapse, and reinstatement.

2.6 Summary of Chapter Two

This chapter discussed the relevant literature and studies, which cover the theory base and emergence of social media, the importance of social media tools, the entrance of social media in library and information sciences, and the way libraries make use of these tools to deliver their services. Subsequent sections in this chapter also provide the literature describing the examples and types of social media tools implemented in libraries, the different debates on the social media application in libraries, and the challenges and deterrents of social media usage in library organizations. Finally, the chapter explored studies that investigate social media application through theoretical lenses to holistically understand social media applications in academic libraries.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodology and the research design utilized to accomplish the objectives of this study. The chapter starts with justifications to the chosen methodology, followed by a description of the research design. The research design comprises details of the chosen study population and sample, the design and creation of the data collection instruments and methods for data collection. The subsequent section explains the trustworthiness of data collection and analysis, the procedure for thematic analysis, the treatment of data and finally an explanation about the theory, which was used in this study.

The purpose of this study is to explore Malaysian academics librarians' social media presence with respect to awareness, current practices and motivations.

This research intends to address, the following research objectives:

- a) to examine academic librarians' usage of social media in Malaysia and the reasons for this behavior,
- b) to understand the gratifications obtained from creating a social media presence among academic librarians, and
- c) to model academic librarians' social media presence in terms of awareness, current practices and motivations using personas.

To achieve the three objectives, qualitative and case study approaches were used to provide comprehensive results and to address the knowledge gap due to a lack of previous research about users' awareness, motivations and practices in social media application, especially within the context of academic libraries in Malaysia. As such, elicitation studies in the form of interviews, focus groups and observations of librarians' social media practices both personally and professionally were used, in order to illustrate a holistic view.

The following research questions guided the investigation of this study:

- a) What is the prevalence of social media presence in the academic libraries where the librarians are affiliated to?
- b) How has social media fulfilled specific gratification in terms of personal and professional use among the librarians?
- c) What are the conditions that deter the academic librarians from participating in social media?
- d) How would academic librarians see themselves making use of social media in terms of awareness, current practices and motivations?

The first research question seeks to discover specific social media tools that are used by academic librarians from three selected research-intensive libraries. The second and third research questions attempt to explore the motivations and deterrents among librarians to constantly use social media. The fourth question aims to develop personas based on librarians' awareness, practices and motivations toward social media. The results of this study would illustrate the best approach for social media presence in research-intensive university libraries.

A review of research methodology literature about empirical studies in social media and theoretical research helped choose the best approach and theoretical lens used in this study. The keyword search terms that have been used in order to locate the methodological studies were: Web 2.0, Library 2.0, social media, academic libraries, social networking sites, wikis, blogs, RSS, Facebook, Twitter and, uses and gratifications. Moreover, the databases and journals that have been used for finding these terms were Emerald, Proquest, Sage, Web of Science, Scopus, and Google Scholar.

3.1 Methodological Approach

In recent years there have been a number of studies, which investigated the use of social media in libraries especially in developed countries (Chawner, 2008; Derbyshire, 2010; Han & Liu, 2010; Jowitt, 2008; Linh, 2008; Mahmood & Richardson, 2011; Shoniwa & Hall, 2007; Xu, Ouyang & Chu, 2009). However, recently, there have been some studies which explored social media application in academic libraries in developing countries such as Malaysia (Ayu & Abrizah, 2011; Mansor & Idris, 2010), Pakistan (Khan & Bhatti, 2012), Bangladesh (Jahan & Ahmed, 2012) and India (Ram & Kataria, 2011).

Most of these studies were quantitative in nature and sampled academic libraries. Moreover, the instruments used by social media studies in library science were mostly survey (Chew, 2009; Chu & Du, 2012; Kim & Abbas, 2010; Stephens, 2007) and content analysis (Harinarayana & Raju, 2010; Si, Shi & Chen, 2011). Only a small number of studies incorporated both quantitative and qualitative approaches in their research design (Eijkman, 2010; Loudon & Hall, 2011). One of the researches, which was purely qualitative was conducted by Partridge (2011), who used the focus group approach.

However, according to Linh (2008) and Harinarayana and Raju (2010) there is a need to explore more holistically, the reasons for the use of social media in libraries and that the lack of qualitative study is apparent in this perspective. This was also observed by Creighton (2010) and Nicholas et al. (2011), both noting that there have been few studies, which explore librarians' use of social media using case studies or qualitative approaches.

Another requirement, which is important for a novice researcher and found to be lacking, is a theoretical perspective or lens that could be used to guide the study. The only study that applied a theory in order to build the framework for a questionnaire was conducted by Kim and Abbas (2010), who used the community of practice as their theoretical lens. The theory emphasized that knowledge is created from the interaction and conversation between community members while they try to solve an issue. Kim and Abbas (2010) proposed that Web 2.0 and social media facilitated communication among members of the practicing community because it enhanced the exchange of ideas and expertise and allowed issues and problems to be debated.

Therefore, according to the above-mentioned points, it makes reasonable sense to employ a qualitative approach in the form of a case study that could holistically explore social media application from different points of view. LeCompte, Preissle & Tesch (1993) pointed out that case study research is holistic in nature because the researcher attempts to build the description of the phenomena in various contexts and create complex interrelationships of reasons that influence human behavior towards those particular phenomena. The uses and gratifications theory has been chosen as the theoretical lens for this study because it affords the researcher to review the situation in selected libraries, to see how academic librarians

use social media and then to explore librarians' attitudes, behaviors and motivations when using social media application for library services.

3.1.1 Theoretical Literature

The uses and gratifications theory (U&G) was first introduced by Katz (1959) as an approach to understand mass communication. Uses and gratifications proposed that members of an audience are not passive but take an active role in interpreting and integrating media into their own lives. The theory also holds that audiences are responsible for choosing media to meet their needs. The approach suggests that “people use the media to fulfill specific gratifications” (Blumler & Katz, 1974). The earlier research was focused on applications of media such as the radio (Armstrong & Rubin, 1989; Herzog, 1942; Mendelsohn, 1964; Towers, 1985) and television (Kang & Atkin, 1999; Palmgreen & Rayburn, 1979; Rubin, 1981). The theory helped researchers understand the gratification and satisfaction that audiences received when using a particular media. After the year 2000 and with the popularity of Internet, this theory was applied to explore the uses and gratifications received when interacting with new ICT tools such as the Internet (Eighmey & Mccord, 1998; Flanagin & Metzger, 2006; Joorabchi, Hassan & Hassan, 2011; Papacharissi & Rubin, 2000; Ruggiero, 2000; Stafford, Stafford & Schkade, 2004), mobile phones (Leung & Wei, 2000), online video games (Sherry et al., 2006; Wu, Wang & Tsai, 2010) and social media (Quan-Haase & Young, 2010; Yue, 2008; Zhou et al., 2011). Similarly, this study will also utilize the U&G theory in its analysis of social media application in academic libraries. The detailed findings regarding gratifications obtained from using social media derived from in various previous studies are tabulated in Table 3.1.

Table 3.1 shows that gratifications such as entertainment, relaxation, information seeking and sharing, companionship, meeting new people and sociability are common in most of the studies. However, no studies could be found that explore the gratifications among librarians when using social media to deliver library services. The current study will cover this knowledge gap.

Table 3.1: Gratifications Obtained from Social Media Application in Various Studies

Social media tool	Corresponding gratifications identified from each study
SNS Games (Zhou et al., 2011)	Entertainment , inclusion and achievement.
YouTube (Yue, 2008)	Entertainment, relaxation, companionship, social interaction , leisure activity and information seeking
Social networking sites (Ray, 2006).	Entertainment, information , surveillance, diversion and social utility needs .
Facebook (Smock et al., 2011)	Relaxation, entertainment , expressive information sharing , escapism, cool and new trend, companionship , professional advancement, social interaction , habitual past time and meeting new people .
Social networking Sits (Kim, Sohn & Choi, 2011)	Seeking friends, social support, entertainment, information , and convenience.
Second life (Zhou et al., 2011)	Functional (learning, helping with education, doing research, shopping, making money, doing business), experiential (exploring virtual worlds, playing, entertainment , getting away from real life and social (meeting and interacting with people, communicating and maintaining relationships, connecting with colleagues, dancing and clubbing)).
Comparison of Facebook and Instant Messaging (Quan-Haase & Young, 2010)	Fashion, affection, sociability , pastime, share problems, social information .

3.1.2 Theoretical Lens

Previous studies in social media usage among librarians use empirical approaches without any theory to aid in the design of the questionnaires used. There is an absence of a common framework that could be used to study social media usage among librarians, to explore how they use social media personally and professionally, and the motivations and gratifications that they receive when using these technologies.

Understanding the motivations for using social media will lead to a list of current technologies (i.e. elements) that are utilized by librarians in the context of library services and a set of motivational statements (i.e. constructs) unique to these librarians.

Librarians were asked to assess their usage of social media for satisfying their various needs and motivations. As demonstrated in Figure 3.1, librarians' receive both personal and professional satisfaction from using social media applications. Following the uses and gratifications theory, these gratifications would lead to a continued intention to use social media among academic librarians. This theoretical lens will help the researcher identify a suitable research approach, formulate research questions as well as help with data analysis.

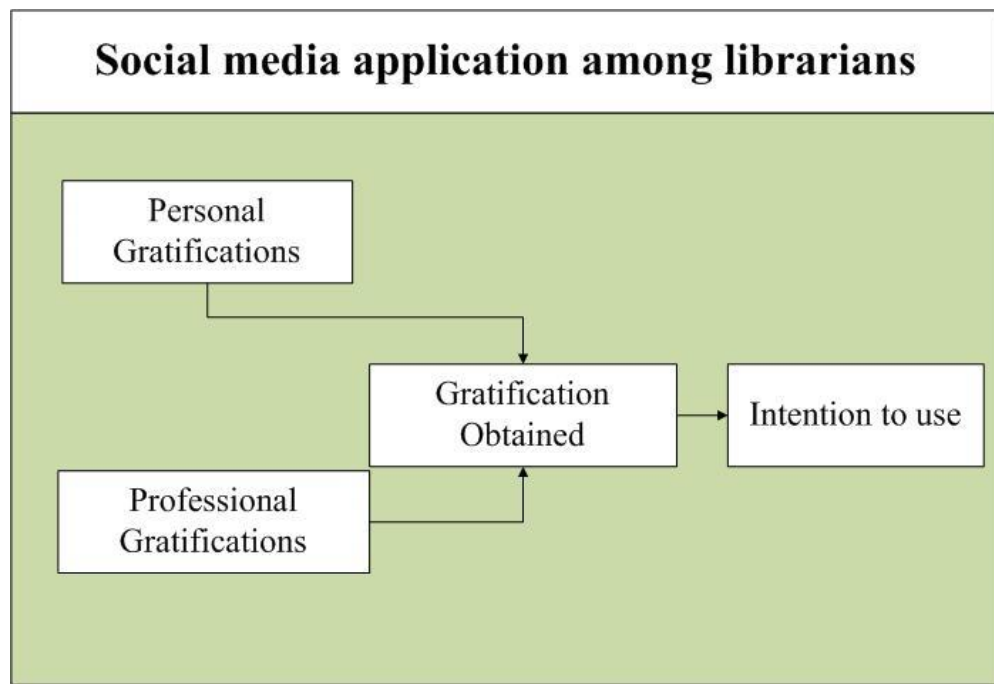


Figure 3.1: Flowchart Illustrating the Theoretical Lens of the Study.

3.2 Research Design

Research design is a framework for the collection and analysis of data (Bryman, 2012). It guides the researcher to choose the suitable methods and procedures for interpreting data and to answer the research questions (Burns, 1989). This study is an exploratory research because it attempts to explore how librarians use social media based on the theoretical lens of uses and gratifications. The results will help identify the reasons for such uses and the deterrents that discourage librarians from using these tools. The expected outcome of this research is to model academic librarians' social media presence in terms of their awareness, current practices and motivations. The nature of this study would answer the why and how questions, which are an integral part of an exploratory qualitative research. Qualitative studies help explore and expand new areas of research and theory (Miles & Huberman, 1994). In this study, the researcher will explore in-depth, the respondents' less tangible

evidence such as their attitudes, feelings and motives, using a qualitative approach (Rasmussen, Østergaard & Beckmann, 2006).

In addition, this study uses a case study approach and is bound as a single entity. According to Yin (2009) the case study approach is implementing in many situations to illustrate knowledge and behavior of individual, groups, organizational and related phenomena. This is also consistent with Merriam (2009) who pointed out that if there is a limit to the number of people involved for the interview or observation in qualitative research and if the researcher could “fence in” what is going to study (p. 40), the case then could consider as single entity who is a case sample of a group, an institution or a community. Therefore, in this research, librarians affiliated to research intensive universities in the Klang Valley, Kuala Lumpur are chosen as a case in order to enable a more holistic exploration of the situation in three academic libraries and to understand academic librarians’ use of social media from different points of view as this group of people has been identified as credible enough to provide the information required for the study. The social media application in academic libraries is a new area of research in Malaysia and there are very few literature covering librarians’ attitudes and perceptions toward social media tools (Chu & Du, 2012; Mansor & Idris, 2010).

The research took place under several empirical phases: reviewing existing literature to find a knowledge gap and identifying the best approach to address that gap, conducting a preliminary study by interviewing 15 librarians, choosing the participants and sending the consent form and information sheet to the chosen librarians, conducting interviews with 26 librarians, transcribing and analyzing data after each interview session, returning the

analyzed data for librarians' member checking, conducting focus groups and finally, writing the analyzed data (Figure 3.2). The data collection procedures are discussed in detail in Section 3.6.

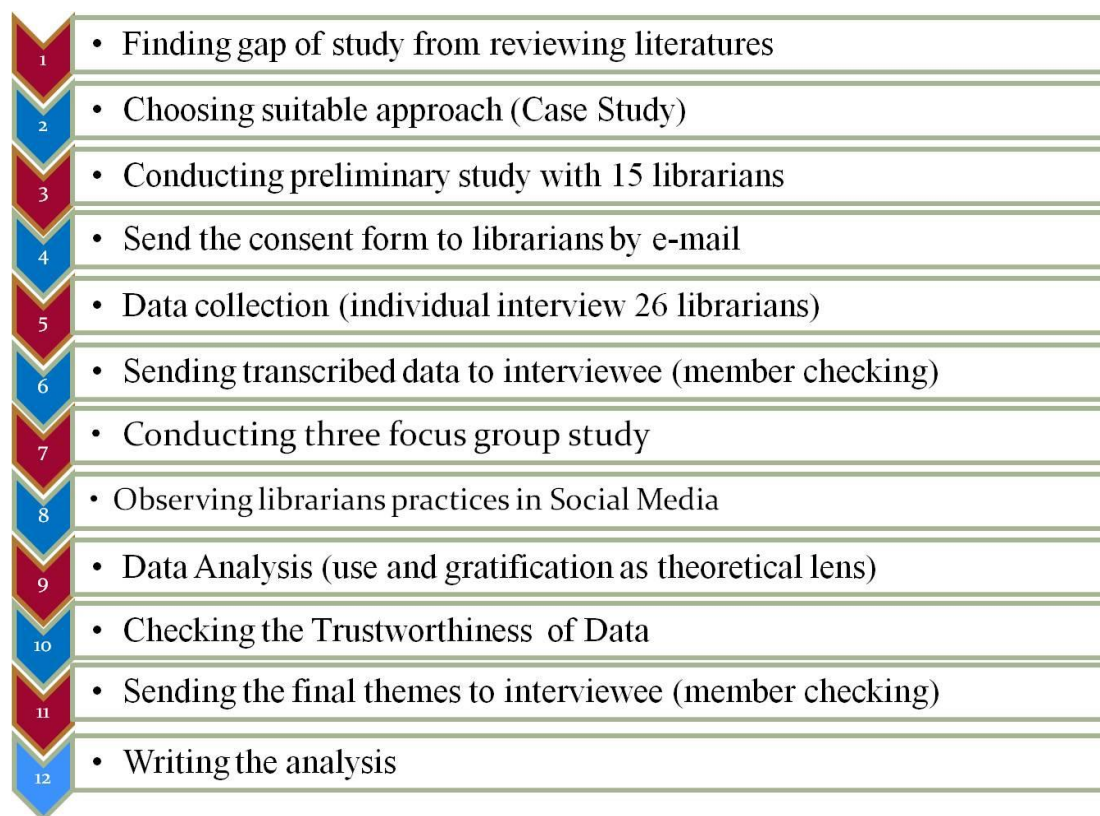


Figure 3.2.: Chart Illustrating the Empirical Phases in the Research Design and the Outcome.

3.3 Research Methodology

Research methodology is also known as research strategies (Walliman, 1988) or strategies of inquiry (Sung, 2012), which refers to the direction of procedure for data collection and analysis (Creswell, 2008). In this study, the questions are why and how questions, which can be more suitably answered using a qualitative approach (Yin, 1994). The following sub-sections provide justifications for the selected qualitative strategies and the use of a case study.

3.3.1 Qualitative Strategy

As indicated under literature review (chapter 2), there exist theoretical and applied studies which have defined and evaluated different uses of social media applications in libraries in different countries (Barsky & Purdon, 2006; Boeninger, 2006; Chu & Du, 2012; Fichter, 2006; Han & Liu, 2010; Harinarayana & Raju, 2010; Linh, 2008; Xu, Ouyang & Chu, 2009). However, there were few systematic researches that explored the social media usage in academic libraries in depth and defined the librarians' perceptions, attitudes and behaviors toward these new technology tools. In 2011, Partridge (2011) explored librarians' skills, knowledge and attitudes for the "Librarian 2.0" study, conducted using a focus group approach. However, Partridge's study was more focused on Australia and it lacked a theoretical perspective. Therefore, the researcher felt that there is a need to explore this area of study through a specific theory, especially in the context of other regions such as the developing or Asian countries such as Malaysia. There have been some empirical quantitative studies carried out in Malaysia in recent years (Ayu & Abrizah, 2011; Abidin, Kiran & Abrizah, 2013; Mansor & Idris, 2010). However, the quantitative approach could not fully capture the practices, attitudes and motivations of librarians. A qualitative research approach would be more suitable in order to probe details and gather rich data (Rasmussen, Ostergaard & Beckmann, 2006). Thus, the qualitative approach was selected as a more appropriate research methodology for this study.

Qualitative research approach provides the platform that can help the researcher understand the nature of the setting in a certain context and the interactions therein, in order to predict what may happen in the future. In other words, qualitative research approach will reveal what it means for participants to be in the nature of setting, what their lives are

like, how they behave in particular situations and what the world would look like for them (Patton, 1990). In the current study the researcher would look for both cognitive and emotional aspects of respondents. And the focus is not on quantities or numbers, instead concentrate on the importance and significance derived from the data (Rasmussen, Østergaard & Beckmann, 2006).

The data analysis for this study was inductive in nature. Merriam (2009) pointed out that an inductive process in a qualitative study, infers that the researchers collect information from interviews, observations or document analysis in order to derive large themes. Therefore, the process begins from the particular towards the general, to sequentially build concepts, hypothesis or theories. This is contrary to the quantitative approach (e.g. the positivist research approach), which processes data deductively to test hypotheses (Merriam, 2009). The approach helped the researcher to lay out the research plans and indicate possible outcomes (Silverman, 2009). This study also utilizes a case study to deeply understand the situation and to fully grasp the meaning behind the social media phenomenon in academic libraries.

3.3.2 Case Study Strategy

There are two points of view about case studies. Some researchers pointed out that case studies infer a choice of what is being studied (Stake, 1995). Others described it as a strategy of inquiry, or a comprehensive research strategy (Creswell et al., 2007; Merriam, 1998; Yin, 1994). This study considers case study as a research methodology. Case study could be used both for qualitative and quantitative research. However, according to Merriam (1998), the main reason for using case study is to understand the depth of

situations and the meaning that could be derived from the phenomenon. The focus is on the process rather than the outcome in the context, and on discovering rather than confirming phenomenon (Merriam, 1998).

Since, the focus of this study is on discovering how librarians' use social media and why they use these tools, and there is little known about this topic, the case study is considered to be a suitable approach. It would help the researcher to thoroughly understand the meaning of participants' behavior in their natural environment, which is academic libraries serving research-intensive universities in the Klang Valley area in Kuala Lumpur. Three libraries were selected as one bounded case in order to assist in exploring the research question (Miles & Huberman, 1994).

3.4 Population and Sample

In this study the boundary for the case study is academic librarians who are affiliated with three research-intensive universities in the Klang Valley area in Kuala Lumpur, Malaysia. This choice was due to the ease with which the researcher could reach these universities, and be in touch and maintain contact with respondents in the duration of the research period. Also, these three research universities were chosen because of their quest to be the regional leader in research and academic excellence, and they are among the top universities in Malaysia and the top 100 in Asia.

3.4.1 Participants in Elicitation Study

A formal e-mail invitation was sent to each participant, informing them of the basic principles of the study. Participants were from different library departments and were purposively sampled and they have one of the following criteria:

- a) They sat in the committee for the update and improvements of their respective library websites.
- b) They were either heads of departments or librarians in charge of creating content and updating social media applications in the sampled libraries.
- c) They considered themselves to be active users in at least one social media tool.
- d) They expressed a willingness to take part in the study.

The sample librarians are presented in Table 3.2. It should be taken into account that the names chosen, are not the real names of the participants but they reflect the gender of the participants. Further information about participating librarians is presented in chapter 4.

3.5 Data Collection Procedure

The data collection took six months from February to June 2012. Interviews were conducted in English. Each interview session lasted approximately 40 to 90 minutes. Each participant in table 3.2 was interviewed at least twice. All discussions were audiotape recorded. The interview sessions continued until data reached theoretical saturation (Casey & Krueger, 2010).

In order to better understand librarians' awareness, practices and motivations toward social media, the researcher tried to keep in touch and communicate with each of the 26 librarians

as often as possible. As a result, each librarian received 3 times face-to-face contact and discussion sessions throughout the interview, focus group and member checking phases. Also, the researcher tried to keep contact with all librarians through their social media pages such as Facebook, Google+, personal blogs and Twitter in order to better know the participants.

During the face-to-face interviews, each participant was asked the same set of questions. The complete list of questions posed during data collection is presented in appendix D. These questions covered all aspects of the research and helped answer the research aims, and objectives, which are the following:

- a) to identify librarians' awareness of social media applications,
- b) to discover how librarians currently use and share information in social media,
- c) to capture librarians' opinions concerning the library's social media pages,
- d) to identify how librarians would utilize the library social media page once it was available,
- e) to identify the gratifications obtained when librarians use specific social media tools,
- f) to identify what motivates librarians to upload information in social media, and
- g) to explore the deterrents librarians face in uploading information in library social media pages.

Table 3.2: Librarians Demographic Information in Face-to-Face Interview

	Librarian	Library department	Interview 1	Interview 2
1	Harold	System and information technology (Head of dept.)	27- Feb, 2012	14-May, 2012
2	Lina	Information service (Head of dept.)	10-Feb, 2012	14-May, 2012
3	Mike	Acquisition	14-Feb, 2012	3-May, 2012
4	Zahra	Arabic and Islamic civilization	14-Feb, 2012	3-May, 2012
5	Matthew	Cataloging	17-Feb, 2012	4-May, 2012
6	Harry	Archive and special collection (Head of dept.)	13-Feb, 2012	4-May, 2012
7	Jimmy	Acquisition	17-Feb, 2012	3-May, 2012
8	Rose	Media collection (Head of dept.)	20-Feb, 2012	17-May, 2012
9	Ayla	Customer service (Head of dept.)	20-Feb, 2012	17-May, 2012
10	Andy	Law library	20-Feb, 2012	15-May, 2012
11	Sofi	System and information technology	1-March, 2012	8-June, 2012
12	Nadia	System and information technology	5-March, 2012	1-June, 2012
13	Shawn	System and information technology (Head of dept.)	7-March, 2012	1-June, 2012
14	Sammy	Acquisition	7-March, 2012	2-June, 2012
15	Helena	Cataloging	12-March,2012	6-June, 2012
16	Alec	Medical library	13-March,2012	6-June, 2012
17	Natasha	Client service department	24-Feb, 2012	12-June, 2012
18	Romina	Medical library	26-March,2012	25-May, 2012
19	Hania	Information skills	6-Feb, 2012	9-April, 2012
20	Sharon	Information skills	26-Mrch,2012	25-May, 2012
21	Helsa	Academic service	30-March,2012	19-April,2012
22	Fred	Information systems	10-Jan, 2012	30-May, 2012
23	Emma	Chief librarian	16-Jan, 2012	15-June, 2012
24	Morgan	Deputy chief librarian	5-Jan, 2012	20-Jan, 2012
25	Jennifer	Deputy chief librarian	19-Jan, 2012	27-Feb, 2012
26	Kathrin	Client service department (Head of dept.)	9-April, 2012	31-May, 2012

Upon completion of the interview sessions, all participants were invited to attend focus group discussions in order to provide a platform for them to share their experiences and opinions on the social media phenomenon in academic university libraries. Among the 26 librarians, 22 agreed to participate. The librarians were split into three groups, comprising between 6 to 10 participants. Each focus group session was conducted between July to October 2012 and lasted approximately two hours. All discussions were audiotape recorded. Data from interviews and focus groups were transcribed manually and were analyzed. The researcher went through each of the transcripts, and identified all significant observations. Additionally, during nearly 1 year of data collection, librarians' professional and personal practices in social media pages were observed and used to support the interview and focus group data collected.

To collect data, this study used multiples qualitative data gathering techniques, which included interviews, focus group discussions and observations. These methods were chosen because they fit the research questions and objectives. A combination of interview, focus groups and observational techniques would also improve the triangulation of the data collection process.

3.5.1 Multiple Methods

Researchers in qualitative study are often tempted to use multiple methods in order to obtain a holistic view and full picture of a situation as well as to gather information from different aspect of a phenomenon. The main data collection instrument in this study, are semi-structured interviews, focus group discussions and observation of librarians' practices

in personal and professional social media pages. This multiple data collection approach was used to validate the data richness in this qualitative study.

The description of each method is as follows:

a) Face-To-Face Interview. Interviews are an important method when conducting case study research (Yin, 1994). Interview was the main data collection instrument in this study, enabling the researcher to understand what is in the mind of every librarian, relating to social media application in the library and in their personal lives and the gratifications they obtain when they use these technological tools (Patton, 1990). Patton observed that,

. . . We interview people to find out from them those things we cannot directly observe. We cannot observe the feeling, thoughts and interactions. We cannot observe the behaviors that took place in some previous point of time. . . . We have to ask people questions about those things. So the purpose of interviewing, is to allow us to enter into the others person's perspective. (1990, p.196)

The interview questions are designed to ask and answer the main research questions of the study. However, in order to help the interviewee to better interact with the researcher and put them at ease, “icebreaker” or “easy-to-answer” questions were used. These included questions that asked participants to introduce themselves, and indicate how and why they started using social media in the first place.

Four main areas of inquiries were chosen to explore the condition of librarians and social media usage in these three libraries. The first area dealt with librarians' knowledge in using the different social media applications and their attitudes toward these tools. The second area uncovered the participants' actual use and their perspective on using social media for library collaboration. The third area of inquiry addressed the librarians' personal behavior or librarians' presence in social media. The fourth and final area was the motivations and reasons, which affected the librarians' use or non-use of social media for library services. Since the nature of this study is exploratory, open-ended questions were asked and throughout the interview, participants were given the freedom to wander in their responses to reveal all aspects of their viewpoint.

In the preliminary study, eight librarians from one research-intensive university were initially interviewed. In the qualitative approach, a preliminary study can be defined as a trial form of data gathering, which prepares the researcher for the main data collection phase. It can be used to improve the clarity of questions, eliminate problems, estimating the time required to conduct the interview and improve the methodology of research (Bell, 1987; Polit & Beck, 2010). The preliminary study was undertaken at the early stage of research between April to August, 2011. After analyzing the results, some of the questions were changed to allow the participants to talk more freely without being confined to any structure and format. Therefore, the interview sessions were changed from question-and-answer sessions to conversational sessions. Meanwhile, probes or follow-up questions were asked when there was a need to explore and clarify further. According to Merriam (2009) the best way to improve the skill in interviewing and asking probing questions from

participants is by practicing. Therefore, as more interviews were performed, the researcher became more confident when asking the questions.

After the preliminary interviews, 28 librarians (not involved in the preliminary study) were purposively chosen as sample participants. The sample participants were either head of a library department, chief and deputy chief librarians or librarians who were responsible for updating their library's social media pages. An e-mail was sent to each of the 28 librarians, working in the three research-intensive universities, to schedule face-to-face interview sessions between January and June 2012 (Appendix A). Among the 28 librarians, 26 agreed to participate in the face-to-face interviews. Arksey and Knight (1999) observed that face-to-face interviews are more suitable when the question is open-ended. Moreover, this study which is exploratory by nature, required face-to-face interview sessions to simultaneously observe and analyze the data collected (Arksey & Knight, 1999).

Prior to the interview sessions, the consent form and information sheet was prepared and attached to an e-mail, which was sent to sample librarians in order to inform them that their participation is completely voluntary and also to give the full information about the research (Appendix B). Librarians were also asked to sign the consent form in order to show their agreement to participate (Appendix C). During the data-gathering phase, all participants had agreed to have their conversations recorded. They were assured that their identities and all the information given would be treated with strict confidentiality. All interview data were coded using nicknames assigned to each participant. Table 3.2 illustrates the participants' nicknames, which were chosen only to represent their gender.

Each interview session lasted less than two hours. According to Rasmussen, Østergaard & Beckmann (2006), in a qualitative study, it is not practical to allocate an exact maximum and minimum time for investigation and that the ideal time is less than two hours to avoid tiring both the interviewer and interviewee. Face-to-face interview sessions with individual librarians continued until the researcher reach a saturation point, which occurred when the librarians' began repeating previous quotes and could offer no new data. The researcher reached the saturation point after one or two interview sessions with each librarian.

When the interview was completed, each record was kept under unique names, containing the date, time, and location of each interview. The records were then transcribed using Excel software. The transcribed file was then printed for analysis. (Appendix E)

b) Focus Group. Focus group is the secondary data collection technique used in this study to help the researcher understand the awareness, practices and motivations of librarians using social media, which could be voiced out in the presence of other participants. In this group, each participant could listen to other opinions before they each expressed their own points of view (Krueger & Casey, 2009; Partridge, 2011). During individual interviews, the participants tend to answer the questions from an individual's perspective, whereas in a focus group, participants could listen to each other's answers. In this situation, the participants may want to express or modify their interpretation or agreement to issues being discussed after listening to the thoughts and ideas of other members (Bryman, 2012).

In this study, focus groups gave an opportunity to the researcher to probe further and find out the comprehensive point of views of librarians regarding the social media phenomenon. The focus group discussions were guided by a few unstructured open-ended questions, designed to trigger opinions from research participants. Participants had a platform to share their experiences, present opinions on why librarians in these three research-intensive universities use social media in library services and share how they felt when they used these technology tools. A facilitator is often appointed in order to maintain the harmony in focus groups (Morgan, 1993). The facilitator would be responsible for ensuring that sessions ran smoothly and all the key points of the study are covered (Partridge, 2011). The facilitators appointed during these discussions consisted of librarians who had been in contact with the researcher from the beginning of the study. In all three libraries, the facilitator was the information systems or IT manager of the library, who also administered the library's social media page. The researcher informed the facilitators about the research aim and objectives, and the observational role they would play during focus group sessions.

The sample for the focus groups was chosen purposively and librarians who participated in interview sessions were also invited to participate in group discussions. Among the 26 librarians from the interview sessions, 22 accepted and attended the group discussions. Full information about the participants is shown in Table 3.3. Three focus groups with six to ten participants were conducted. The number of times the focus groups met was dependent on when the saturation point was reached, which was when the researcher could quite

accurately predict what members of the next group would say and no new patterns or comments were generated (Bryman, 2012).

The focus group discussions began in July and ended October 2012. The group sessions were held in meeting rooms where participants felt comfortable to discuss issues brought up by the research topic. In the group discussions, participants sat around the table after being welcomed by the facilitator and offered refreshments. Most discussions lasted approximately an hour and a half to two hours.

The sessions began with an introduction by the facilitator, who thanked the librarians for their participation. Then, goals of the research were introduced, and the reasons of the research as well as the structure of the group discussion were briefly outlined. The facilitator also mentioned that the sessions would be audio and video taped, and these resources would be treated with strict confidentiality and used only for research purposes. Each participant signed consent forms to indicate their willingness to be involved. The researcher played an observational role during focus group discussions by recording and taking notes to supplement the audio and video file. The researcher paid more attention to non-verbal signals that showed agreement, disagreement, interest, doubts, dislikes and the likes expressed by the respondents.

Table 3.3: Demographic Information of Librarians in the Focus Group

Participants	Library department	Academic background	Age
Focus group A (10 participants) – 30 July 2012 (11.00 -13:15 p.m.)			
Harold	System and information technology	MLIS	35
Lina	Information service	MLIS	40
Mike	Acquisition	B.Sc information studies	23
Zahra	Arabic and Islamic civilization	MLIS	28
Matthew	Cataloging	B.Sc information studies	26
Harry	Archive and special collection	Master in archive record	29
Jimmy	Acquisition	B.Sc information studies	30
Rose	Media collection	B.Sc information studies	36
Ayla	Customer service	MLIS	31
Andy	Law library	B.Sc information studies	30
Focus group B (6 participants) – 12 September 2012 (11 .00 – 12:30 p.m.)			
Sofi	System and information technology	B.Sc information studies	34
Nadia	System and information technology	B.Sc information studies	25
Shawn	System and information technology	MLIS	38
Sammy	Acquisition	B.Sc information studies	28
Helena	Cataloging	B.Sc information studies	26
Alec	Medical library	B.Sc information studies	33
Focus group C (6 participants) - 2 October 2012 (14:30-16:30 p.m)			
Natasha	Client service department	MLIS	31
Romina	Medical library	B.Sc information studies	26
Hania	Information skill	MLIS	27
Sharon	Information skill	B.Sc information studies	37
Helsa	Academic service	MLIS	32
Fred	Information system	MLIS	27

c) **Observation.** The third method for ensuring the authenticity of data derived from interviews and focus group discussions was through the observation of librarians' practices in social media pages. The results of interviews and focus group discussions identified themes of how librarians used social media in library services. The observation process was conducted between April and June 2013, in which the researcher perused librarians' personal and professional pages (the official page of library social media) and noted the findings in order to ascertain whether what was noted validates the findings from the interviews and focus group discussions. Also, personal pages of librarians in social media such as Facebook, Twitter and Weblog or Google+ were also viewed in order to better scrutinize librarians' actual practices and understand their awareness and attitudes toward social media tools.

The following was observed and noted:

- a) The frequency of librarians' posting on social media
- b) The frequency of librarians' comment on social media page
- c) The types of comments librarians post in social media

In the early stage of the study, the social media pages of three research-intensive universities were examined, to find out whether they used social media technology tools for library services. The examination revealed that one or two of the libraries have begun venturing into using social media applications such as Twitter and Facebook, which even started a few months before the study began.

3.6 Trustworthiness

The validity and reliability of results are of equal concern to researchers in both qualitative and quantitative studies. However, they use different languages and terms to explain the process of reliability (replicability and consistency), internal validity (accuracy) and external validity (generalizability) in the different approaches. Agar (1986), opined that the terms “credibility,” “accuracy of representation” and “authority” are more appropriately used in qualitative approaches. In qualitative research, the term “trustworthiness” is expressed as “credibility,” “transferability,” “conformability” and “dependability” (Guba & Lincoln, 1994). In this study, these terms are used to denote the trustworthiness of data. The terms are similarly used in many library and information science (LIS) qualitative research as the criteria for showing the accuracy of findings (Foster, 2004; Julien & Genuis, 2011; Todd Smith, 2010).

3.6.1 Credibility

Credibility is one of the most important factors in a qualitative investigation for establishing trustworthiness (Guba & Lincoln, 1994). It refers to the verification rather than internal validity. It discusses and describes the subject of the study in order to show whether the findings are accurate from the standpoint of participants, researcher or readers. Processes that involve enhancing credibility are triangulating data, member checking, auditing by an external auditor, peer debriefing, familiarity with participants, tactics for ensuring the honesty of information, reflective commentary, description of phenomenon under scrutiny and examination of previous research findings. The current study employs the following four processes for achieving trustworthiness:

a) **Triangulation of data.** Triangulation of data is a source for credibility and refers to designing the study with multiple informants using multiple data collection methods to reinforce the study's effectiveness for other settings. This method is also used in quantitative approaches for ensuring the validity of the result. Merriam (1998) stated that employing multiple methods or multiple data sources would enhance the validity and credibility of research, and this is similarly implied in qualitative approaches. According to Pitts (1994) and Borgman (1985), the understanding of a phenomenon is gained gradually through several studies, rather than through one major project conducted in isolation. In this study, three different methods were used to obtain evidence: interviews, focus group discussions and observation. Data was also gathered through three data sources, which were three research-intensive universities. Each method could be used as a reason to increase credibility of this research (Borgman, 1985; Pitts, 1994).

b) **Member checking.** Member checking in a qualitative study refers to the technique used to ascertain the accuracy and affirmation of the data obtained from participants. In the member checking process, quotes of what an interviewee said in an interview and focus group were checked by participants in order to identify any confusion or misunderstanding within the raw data (Creswell, 2002; Merriam, 1998). In this study, the member checking was performed in two stages. In the first stage, the researcher sent out transcribed files of interviews and focus group discussions via e-mail. The transcribed files included quotes of the librarians in Excel format. The e-mail sent to participating librarians contained a note of appreciation for their willingness to participate and a request to verify the accuracy

of the transcribed data (Figure 3.3). Among the 26 e-mails that were sent out, 24 librarians responded and verified the accuracy of the transcribed data. The librarians revised parts of the transcriptions, which were incorrect or unclear.

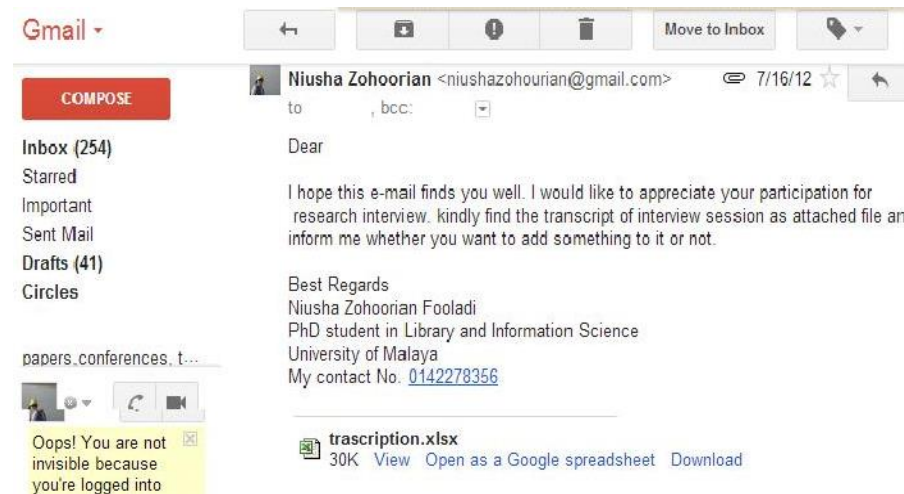


Figure 3.3: Image Shows a Sample E-mail Sent to Librarians for Member Checking.

The e-mail received from Sammy in response to the member checking e-mail sent by the researcher is indicated below:

“ . . . I think the files you sent me is fine but I do not think I use the word time consuming as reason for not using social media. Actually, I prefer to concentrate on my work and I don’t like to get really involved in social media just not get addicted to it.” (Sammy, member checking session, July 7, 2013)

The second stage of the study was carried out between February and March 2013. This stage occurred after the researcher analyzed the data collected, categorized the themes and created personas based on the information provided by the librarians and their awareness,

practices and motivations. In certain circumstances, the researcher needed to meet some of the participants again to clarify and obtain reassurances regarding the themes that would be put forward in the study. Among the 26 librarians, the researcher revisited 18 interviewees to discuss the final themes and personas. Almost all librarians gave their agreements on the final themes, which emerged from their verbatim statements. Some librarians highlighted minor details or suggested slight changes to the description of their personas. One librarian, Hania, noted that,

“ . . . The only thing I do not agree with is about the persona that described that I actually prefer to write in English but for Sliders according to what you have mentioned, prefers to post [messages] in their mother tongue”.

(Hania, member checking session, April 4, 2013)

On the other hand, two librarians, Kathrin and Jennifer who have the persona of a starter, said they have created their personal accounts and started to use social media, two to three months after being interviewed and attending the focus group sessions, in order to communicate with their family members. Kathrin wrote:

“I recently created an account in Facebook because my daughter and niece forced me to do so; however, I hardly accept requests for friendship and never post to friends. . . . I prefer to just check what is going on in my family and see new photos. . . . About the persona I didn’t say it is hard for me to accept the social media but it is hard for me to adopt it in my daily job”.

(Kathrin, member checking session, April 5, 2013)

c) Prolonged engagement

Prolonged engagement is another tool used to increase the credibility of this study. It refers to spending extended amounts of time with participants in the study and being engaged in their everyday world. Therefore, as previously mentioned, the researcher communicated and kept in touch with participants in their natural environment. All focus group discussions and interview sessions took place in locations where librarians felt participants were comfortable to express their ideas. For example, the interviews were conducted at the librarians' offices and places suggested by the librarians themselves. Focus group discussions were carried out in a meeting room at each library. During focus group meetings, refreshments were provided and librarians were free to drink and eat during the sessions to make the meeting less formal. During the process of data collection, the researcher communicated and interacted with the librarians face-to-face at least two or three times. Only four librarians who could not attend the focus group discussions, were interviewed again by the researcher, during a member checking session. Also, to keep in touch to both their personal and virtual environments, the researcher sent an invitation and request for friendship to the librarians through Facebook and Twitter or followed their blog.

3.6.2 Transferability

Transferability infers external validity or generalizability, which means that if the study is repeated, it would produce similar findings (Merriam, 1998). However, the findings of qualitative studies are hard to generalize because the participants are small in number, which cannot be representative of a large population (Shenton, 2004). According to Shenton,

“In order to achieve transferability the thick description about the following criteria has to be provided in the study: a) the number of organizations taking part in the study and where they are based, b) any restrictions in the type of people who contributed data, c) the number of participants involved in the fieldwork, d) the data collection methods that were employed, and e) the time period over which the data was collected”.(p.70)

This process of research for this study is provided in Figure 3.4, which illustrates what was performed during data collection and analysis of qualitative data.

3.6.3 Dependability

Dependability is comparable to reliability in a quantitative study. In order to address the dependability of data in the research, the processes within the study are reported in detail, so that future researchers could repeat the work, although they may not necessarily obtain the same results. In this study, librarians’ voices were captured and reported under pseudonyms. The data collection techniques, time of data collection, and the line of the transcribed data were also recorded. The following example of recorded responses illustrates the dependability of this study:

“Actually web 2.0 technology is very new at that moment [when we have started] I cannot remember when was the exact date, but I had proposed to the library committee that we start to use web 2.0 technology to deliver our services. . . . what year was that? . . . 2 years ago?” (Morgan, interview 1, January 5, 2012, line 3)

“I cannot remember but we started quite early I think we are the first library in Malaysia to set up [a] Facebook page and then [was] followed by other universities”. (Morgan, interview 2, January 20, 2012, line 18)

3.6.4 Conformability

Conformability is equated with objectivity and reliability in quantitative studies. It is used to ensure that the research findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. One of the ways to achieve conformability in a qualitative study is to describe how data was collected and how it has been analyzed (Shenton, 2004). Table 3.4 shows sample quotes of participants’ responses, indicating the themes eventually chosen to answer the research objectives.

3.6.5 Reflexivity

Reflexivity is one of the most important validating tools in qualitative research (Schwandt, 2001). It is a term used in a methodological sense, to indicate a researcher’s awareness of himself in the process of his research and his role in construction of the research process. As reflexivity depends on the researcher’s accountability, a record of each procedure undertaken will be helpful for other researchers who may wish to apply the same method. On the other hand, it is unavoidable that peoples’ thoughts and behaviors would have an influence on all aspects of their research. Thus, exercising self-awareness is an honest approach required for accurate data reporting(Schwandt, 2001).

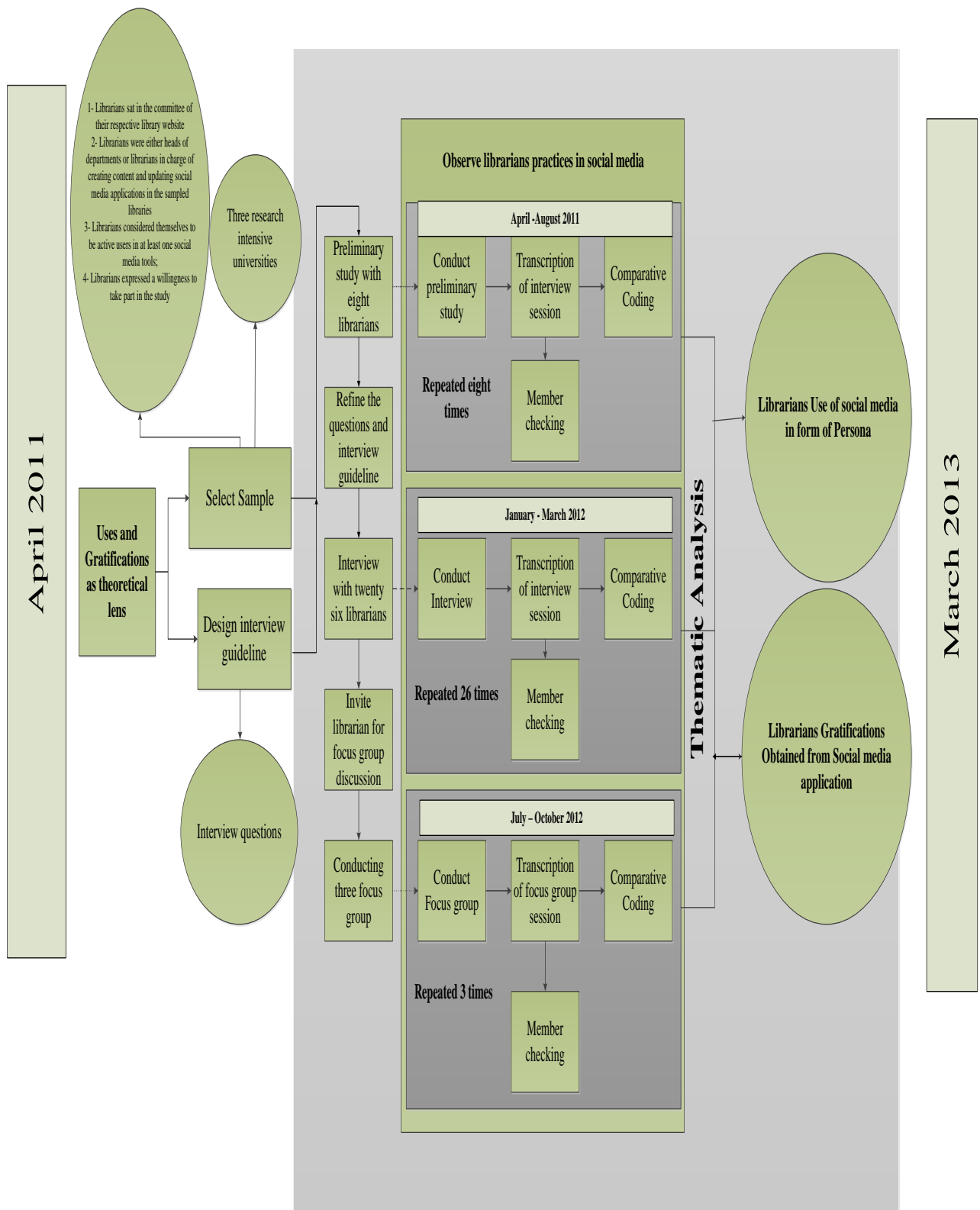


Figure 3.4: Flow Chart Illustrates the Research Process of Data Collection and Analysis.

In this study, the first concern that the researcher encountered during the data collection procedure was regarding the librarians' communication through e-mail when scheduling the appointment for the interview sessions. The researcher found it important to encourage the librarians to respond promptly and to highlight their jobs.

Table 3.4: The Findings from Participant (Fred) Illustrating Conformability in the Study

Theoretical lens	Research objective	Fred's description	Verbatim statements
Uses and Gratifications Uses	Awareness, practices, and motivations	Fred belongs to the persona category of sliders. He represents librarians who are increasingly aware of social media application but lacks the momentum to use the media in practice. Fred uses the media steadily without consistency because of this lack of motivation.	SM is the trend actually, most people use it . . . but I feel a little weird when I want to communicate in official pages, I have to communicate with users in a very polite way to make sure anything I post are [sic] very positive things, not bias to only saying something very good. (Fred, interview 1, January 10, 2012, line 25 & 35)
	Gratifications obtained	Fred talked about relationships as one of the professional gratifications. This theme in professional gratification means that librarians reach out to library users and establish relationships with potential users.	Social media is very effective [tool] in reaching out to users, also to target users, such as to our alumni or anyone out there who want to do serious reading and need to use the university library . . . that is why we [the library Facebook page] have more library fans than other libraries. (Fred, focus group 3, October 2, 2012, line 274)
Uses and Gratifications Gratifications	Deterrents	Fred mentioned lack of policy as an obstacle for successful social media application. The themes which have been chosen for this obstacle are organizational obstacle.	There is a need to [sic] have written policy for using social media that details who should update and know about our [librarians] limits of posting and sharing information. (Fred interview 1, January 10, 2012, line 37)

The research journal kept by the researcher to reflect the reflexivity of this study is detailed below:

Today is March 22, 2011. According to my research milestone, I have to start my data collection on the first of April. I have sent e-mails to 10 librarians in the previous week. However, after one week has passed, I received only two responses! And the appointment time specified by participants was for the 20th and 29th of April! (What happened to the rest of librarians who did not respond?) . . . How should I make contact with them again?

I have an idea! And I hope it works! First I have to contact the head of the IT departments in the libraries, for example Morgan, because I know them better and they are considered to be the champion of social media in their organization. So I will ask them to inform the other librarians in their libraries about my study and I will also note down their names and e-mails for my future contact. So, in my next e-mail I should also highlight librarians' importance for my research based on the job they are doing. In case the librarian didn't reply my e-mail in one or two days, I will call them one by one and ask them to check their e-mail and request for a reply. (Author's research journal, March 22, 2011)

On the other hand, according to Depoy and Gitlin (1993), reflexivity is a procedure in which the researcher explains his personal biases while he conducts the study. The personal bias in this study was related to the interview sessions because the researcher was a novice in conducting a qualitative study and needed to learn interviewing skills, in order to know how to avoid asking imposing questions.

The following notes show the researcher's problem during an interview session with one of the participants:

Today is May 3, 2012 and I have just returned from my interview sessions. An interesting thing happens today and I have to work on it next time. One of the librarians who I interviewed kept asking me, "What is your idea?" and she seemed to echo the things that I had said. Fortunately, I noticed that after I asked two or three questions. I was aware that I should avoid imposing my ideas on the participants, so I try my best to just guide the session and not impose my ideas, but it wasn't easy actually. I think the problem is my interview questions and the way I conducted the interview. So for the next session, I shouldn't ask questions in the same way. Maybe it is better to have free flow discussion sessions with the librarians instead of asking them questions. Next time, I have to change the guideline for the interviews and avoid asking questions that have imposing ideas!
(Author's research journal, May 3, 2012)

3.7 Ethical Issue in Qualitative Study

In qualitative studies, the researcher engages with human subjects, and therefore ethical issues become important. It is necessary that participants are fully informed about the purpose and objective of the study. This information could be provided in an information sheet distributed among participants of the study. Also, in a qualitative study, the researcher should obtain the consent of the participants. In the consent form, participants would be informed that their participation is voluntary and they have the right to withdraw or refuse to participate at any time, if they do not feel comfortable. Also, it should be mentioned that

information confidentiality will be provided by the researcher and anonymity of the participants would be respected. Therefore, participants would be confident that their information will be kept secret and it would not be disclosed without their consent. In this study, librarians were also informed through an information sheet. All of them signed the consent form before the interviews or focus group sessions began (sample of consent form in Appendix B).

3.8 Treatment of Data and Analysis Procedure

Data was collected via multiple techniques (interviews, focus groups and observation) and transcribed in Excel software. The researcher started analyzing transcribed data inductively based on what participants had quoted or performed regarding their practices, and their motivations in the process of applying social media in library services using the theoretical lens of uses and gratifications.

After the researcher became familiar with the data, time was spent to generate codes from the data, as suggested by Sung (2012). In the process of coding, parts of the data that were related to the research questions and objectives were categorized in short names that represented each piece of information. Also, constant comparison was made between data (e.g. coded data), themes in theoretical sample (from the uses and gratifications theory) and themes in social media studies in library services.

In the next phase, data was analyzed according to different codes, sorted and grouped together in order to create potential themes. As the process of assigning themes continued, some codes were retained, some formed new themes, while others were grouped to shape

broader themes. This process of reviewing continued until codes and themes emerged and reached the point of saturation. The saturation of thematic analysis could be performed through back-and-forth data interplay, line-by-line code generation, and the formation, revision and establishment of themes. It continued until no new themes emerged and no new issues were added to the data category. After each theme was identified, proper names were assigned for both the main themes and subthemes.

3.9 Thematic Analysis Procedures

After analyzing the data, a clearer illustration of the themes and categories emerged. In order to present the findings the researcher used vignettes which are a short explanation that covers the richness part of verbatim statements of participants. Also, the researcher applied two theories during data collection and analysis namely, the theoretical lens Uses and Gratifications, and a user-centered design approach called Persona that synthesizes the data both from focus group and interview.

- a) *Uses and gratifications theory.* The theory of uses and gratifications was developed to understand the needs and motives for using certain media to satisfy or gratify those needs. This theory was first introduced in 1940 in a study, which examined the usefulness of radio communication (Huang, 2008). The usability and gratifications perceived by other media such as television (Rubin, 1981), internet (Papacharissi & Rubin, 2000), and commercial websites (Zviran, Glezer, & Avni, 2006) were also investigated in different years. However, since the combination of media and technology could significantly affect and change the way users interact and behave with media or its content, it was suggested that the application of the uses and gratifications theory was more appropriate for research in the area of

digital media and technologies (Ruggiero, 2000). In this study, the transcribed data was thematically analyzed and themes were compared with variables related to the research theory, in order to explore the gratifications obtained by librarians.

Therefore, the uses and gratifications theoretical lens was used for both data collection and data analysis, in order to discover the gratifications that librarians felt when they applied social media tools such as Facebook, Twitter or other media. However, in the midst of data analysis during interviews, the researcher found user-centered design that would be additionally useful to better illustrate librarians' practice in social media. This approach is known as Persona.

b) Persona. Persona was first introduced by Cooper in 1999. The aim of the persona method is to find patterns, which enable the researcher to group people with similar characteristics and behaviors. It has been employed in human computer interactions (HCI) studies for many years in order to illustrate the needs and characteristics of target users (Wöckl et al., 2012). This method constructs a holistic image of a group users and has obtained popularity among system designers, software engineers and business companies (Cooper & Reimann, 2003; Pruitt & Grudin, 2003; Sinha, 2003). In this study, each type of librarian evolved into a persona as more detail such as awareness, practices and readiness were added to describe behavior. The personas are then identified with a name, a face and other demographic information, in order to bring them to life.

In order to create personas, the interview files were transcribed into Excel format. Interview transcripts from the 26 participants were thematically analyzed to find similar codes or characteristics. Once similar codes were observed, it was organized by themes. Similar themes were then grouped together to form the basis of a persona.

Four personas were identified among the 26 librarians, derived from considerations of how they use social media personally and professionally, and their attitudes and perspectives toward social media applications. In order to bring the personas to life, the researcher assigned a name and other relevant information to each one. Subsequently, the personas were normatively introduced. The four personas will be introduced under data analysis (chapter 4).

3.10 Summary of Chapter Three

This study is a qualitative research, conducted using a case study strategy. Data was collected through face-to-face interviews, focus group discussions and observation of librarians' social media practices. In the first phase, librarians' usage of social media was observed and the librarians' social media presence was analyzed. In the next step, interviews were conducted with 26 librarians from three research-intensive universities located in the Klang Valley area in Kuala Lumpur, Malaysia, in order to explore the reasons and challenges that librarians face when using social media. Subsequently, focus groups were conducted with librarians who expressed their willingness to discuss in a group. Finally, the observation of librarians' social media practices was used as an enriching tool to improve the codes and themes that emerged from the interviews and focus group sessions. In the process of analyzing the data, the thematic analysis approach was

used and the researcher employed the theoretical lens of uses and gratifications combined with selected techniques from the persona theory to discover, describe and derive the themes.

CHAPTER FOUR

LIBRARIANS' SOCIAL MEDIA PRESCENCE: AWARENESS, PRACTICES AND GRATIFICATIONS

4.0 Introduction

The overarching purpose of this study was to model academic libraries' social media presence based on librarians' awareness, practices and motivations in the creation and development of library services. Before presenting the primary gratifications received by librarians from using social media tools, there is a need to introduce how libraries in Malaysia were involved in social media and how librarians demonstrated their knowledge of social media technological tools. Therefore, social media used by three research-intensive universities is presented in following section, after which the primary personal and professional gratifications of librarians will be presented in a form of a honeycomb framework of seven functional blocks of social media.

4.1 Academic Libraries' Social Media Presence

Social media websites such as Facebook, Twitter and YouTube could be useful technological tools for the purpose of enhancing educational services including, networking, communication, marketing, retentions and recruitment (Garber, 2011; Wandel, 2007). The types of social media and how they were used in the three academic libraries (A, B and C) sampled in this study are quite similar. According to librarians' responses and observations of library websites, there were at least three (3) types of social media applications used by the librarians, namely blog and microblogging, content communities, and social networking sites (SNS). Social networks remained the most popular and all

libraries exploited Facebook. Most of the librarians interviewed believed that Facebook could be a very good portal for social interaction with library users. The following narratives describe the librarians' views on why their library is on Facebook:

“If I am not mistaken almost all libraries have Facebook to respond [to] their users and receive opinion of users about their library services”. (Shawn, interview 2, June 1, 2012, line 13)

“What libraries want to do actually [sic] is to make Facebook or social media to be an unofficial mean or way to communicate with users.” (Harold, focus group A, July 30, 2012, line 28)

While there was a growth in the usage of Facebook among librarians, interest in Twitter and YouTube was low, as only one library used YouTube and one library used Twitter. However, in 2013, library C started using Twitter and has been more actively involved with users since then. The libraries were not using photo-sharing tools and virtual worlds. Only one library (in February 2013) tried to modify social media applications to provide greater access to existing web-based library resources, such as their OPACs and digital libraries via Facebook.

However, it must be mentioned that these results were observed before and during May 2013, as over time, the use of sites has increased with the growth of technology. Therefore, the usage of sites by libraries is continuously changing and dynamic. For example, in 2010 library A did not use any social networking sites (e.g. Facebook), but it focused on microblogging and content communities such as Twitter and YouTube. However, three

months after the commencement of the study, the main library of library A started using Facebook. Also, library C, which was very active with Facebook, began using Twitter in 2013. Below are definitions and verbatim statements concerning social media usages among librarians in the three research-intensive university libraries studied.

4.1.1 Social Networking Sites

The main aim of social networking sites is to connect users through personal or professional profiles (Kaplan & Haenlein, 2010). Moreover, according to Jahan & Ahmed (2012), the reasons for the application of social media in libraries are to reach out and connect to users. All three libraries have accounts in Facebook and their Facebook pages were active (Figure 4.1, Figure 4.2 and Figure 4.3).



Figure 4.1: A Screen Capture of the Facebook Page of Library A.



Figure 4.2: A Screen Capture of Facebook Page of Library B.



Figure 4.3: A Screen Capture of Facebook Page of Library C.

A number of previous studies have mentioned Facebook as a suitable social media tool to deliver library services and communicate with users (Aharony, 2012; Charnigo & Barnett-Ellis, 2013; Ellison, 2007; Phillips, 2011). In this study, the only social network site used by librarians was Facebook.

Librarians mentioned that they started using this tool because it was a new trend. The quotes below substantiate the prominence of Facebook among academic libraries:

“I cannot remember but we started much earlier. I think [we are] the first library in Malaysia, which set up [a] Facebook page and then [was] followed by other universities”. (Morgan, interview 1, January 16, 2012, line 17)

“You know that Facebook is very popular among students so we are actively using Facebook. The library has a blog too. These are the platforms to reach out users”. (Ayla, interview 1, February 20, 2012, line 3)

On the reasons why Facebook is more prominent among libraries, the feedback on the library policy was affected in the following quote:

“[Personally] I like Twitter more than Facebook, but our manager decided on focusing on Facebook”. (Fred, interview 2, May 30, 2012, line 30)

4.1.2 Content Communities

Content community tools such as YouTube, SlideShare, and Delicious empower the sharing part of social media. These tools enable users to share their personal and organisational profile through pictures, files, and also sending and receiving text. Moreover, according to Chu and Du (2012), and Burkhardt (2010), one of the reasons why libraries use social media is for the purpose of sharing information.

In this study, the most popular and accepted content community tools among libraries were Delicious and YouTube. However, one library has no link to Delicious in its front page,

and the Delicious page is not updated. However, one librarian tried to address this issue through linkage it to library Facebook page.

“When I browse [on the internet], and I find something which is very informative, I want to share it with the rest of the UM campus through Delicious. You know Delicious is social bookmark site and I moderate it as well. And when I bookmark a website which is informative it becomes everyone’s favourite. So I use Delicious as information sharing tool [and I] also link it to the library’s Facebook.” (Hania, interview 1, February 6, 2012, line 18).

Librarians’ opinion that YouTube is useful for learning especially for library information skills classes is illustrated in the following screen capture (Figure 4.4) and quotes. Only library A uses YouTube videos in their main library portal.

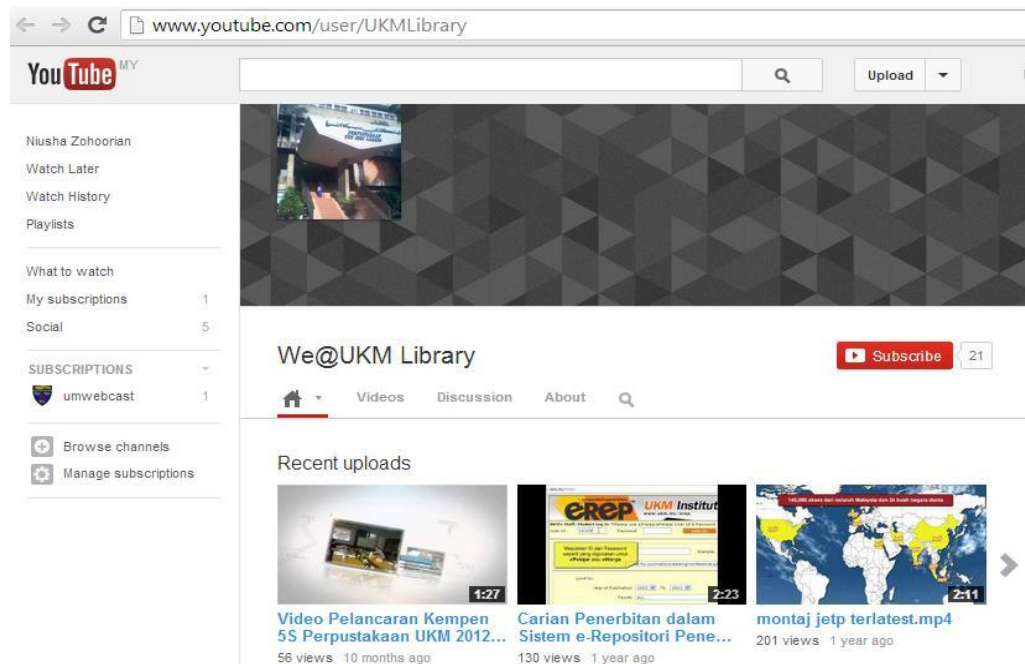


Figure 4.4: A Screen Capture of the YouTube Page of Library A.

“YouTube is considered as a supplement because we teach face-to-face in information skills classes . . . so after the class, the other alternative can also be used to inform the user”. (Lina, interview 1, February 10, 2012, line 19)

“ We have our own Youtube for teaching student the subject we talk in information skill classes so in our [information skills] class we alert them [students] about this tool [YouTube] and then after the class students can check and try to get information from YouTube themselves”. (Helsa, interview 1, March 30, 2012, line 36)

A librarian from library B stated her plan to use YouTube in the future:

“I have ideas, but at the time it’s very, very limited for me. I think I can use YouTube not to make video [sic] because video [sic] are for experts, but we can make pictures into the graphics or video images, like a presentation, and just upload them. So from YouTube, people can search the information. Maybe not really applicable for them but we can try”. (Helena, interview 2, June 6, 2012, line 46)

4.1.3 Blog and Microblogging

Blog or microblogging is an appropriate tool used in libraries because the nature of libraries is changing from a physical place to an electronic community (Cook & Heath, 2001). By applying blogs, libraries may be able to reach out to students and offer them useful and helpful resources through providing comprehensive information about any subjects (Menzie, 2006). Therefore, blogging is welcomed by librarians and has been used

in libraries for many years. However, after the emergence of social networking sites, the usage of blogs have declined (Kaplan & Haenlein, 2010).

In this study, only library C maintained a blog and has linked the blog to the library's front page. However, the blog was not updated frequently (Figure 4.5).

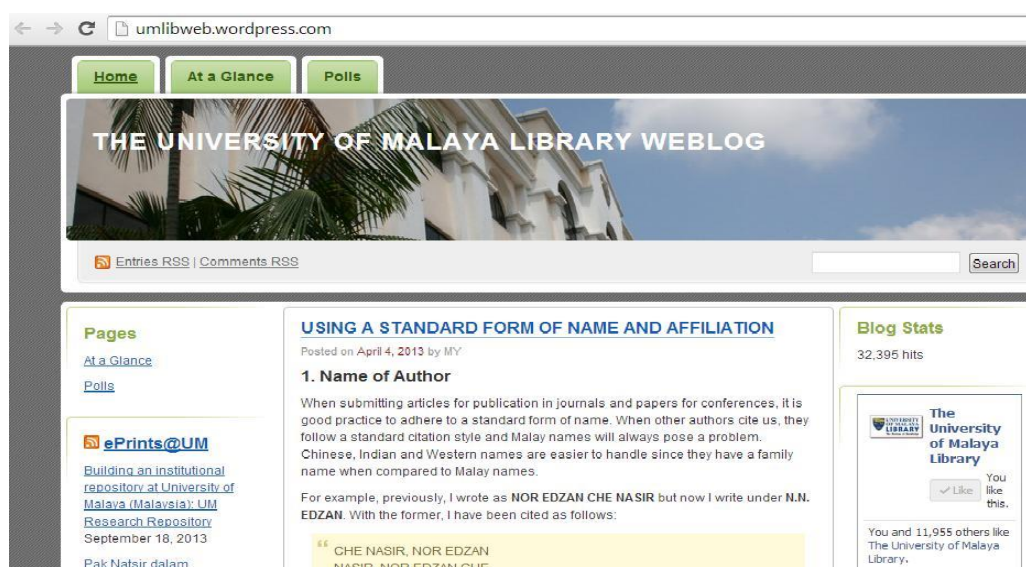


Figure 4.5: A Screen Capture of the Blog of Library C.

A librarian from library C believed that blogging is not gaining popularity in Malaysian libraries:

“We have blogs, [and] the librarians are supposed to blog, but I do not know why this is not picking up”. (Emma, interview 1, January 16, 2012, line 55)

On the other hand, some librarians in other universities mentioned that they plan to use blogs in future:

“We are in charge of developing [the] library website like what you [researcher] said, social media, a library Facebook, and we may have a blog next year”. (Shawn, interview 2, June 1, 2012, line 5)

Another micro blogging tool, which is increasingly utilized by librarians, is Twitter (Figure 4.6) because it is a very suitable tool for library news and current awareness.



Figure 4.6: A Screen Capture of the Twitter Page of Library A.

One of the libraries created a Twitter page for their library in 2010 (Figure 4.6).

“Now, the main task for us is to receive followers in Twitter. In Twitter we announce our activity but when our followers are becoming more we will try to have two ways communication.” (Harold, focus group A, July 30, 2012, line 115)

As a result of having another type of social media tool to communicate with the users, the Facebook page of this library was not frequently updated. However, it should be noted that this library perceived Twitter, a micro blogging tool, as a two way communication tool, not

a social media tool that is exclusively to announce events, not receiving feedbacks (Fields, 2010; Loudon & Hall, 2011).

The researcher observed that, library C, which was very active in Facebook, has also started a Twitter page in 2013 although their application of Twitter was still in the early stages of development (Figure 4.7). However, librarians who did not use Twitter in their library services said that they plan to use it in future:

“We plan to create Twitter page [to have a Twitter account in the library], so we can tweet to tell them [the user] about our new books, but Twitter may not be really popular in Malaysia”. (Morgan, interview 2, January 20, line 99)

“We do not have Twitter. But we know it is one of the good tool. Now we prefer to concentrate on one or two social media tools so we will think about it later maybe next year”. (Shawn, interview 2, June 1, line 3)



Figure 4.7: A Screen Capture of the Twitter Page of Library C.

In order to better illustrate how libraries use social media tools, the researcher chose one of the social media tools i.e Facebook which consistently used and accessible in all three and carried out content analysis for the duration of one month in May, 2013 (Table 4.1).

4.2 Personal and Professional Gratifications of Librarians in Social Media Presence

To establish how social media fulfills specific gratifications in terms of personal and professional use among the librarians, data was obtained and analyzed from 26 face-to-face interviews and 22 librarians from three focus groups sessions. The sessions were recorded and analyzed. Similar conditions and categories were determined using specific information in regards to the theoretical lens of uses and gratifications (Blumler & Katz, 1974). The personal and professional social media gratifications of librarians are presented in the form of a honeycomb framework with seven functional building blocks which is known as a business framework introduced by Kietzmann et al. (2011). To help make sense the complexity of social media, Kietzmann et al. (2011) presented a honeycomb framework consist of seven social media building blocks, which are Identity, Conversation, Sharing, and Presence, Relationship, Reputation and Group. In true social media fashion, this framework can be attributed to a number of bloggers particularly Gene Smith (<http://nform.com/blog/2007/04/social-software-building-blocks/>) who developed and combined ideas discussed by Matt Webb, Stewart Butterfield and Peter Morville. This framework has also been used in different studies of social media. (Acar, 2013; Cromity, 2012; Pamatang, Sianipar, & Yudoko, 2012) In the current study, we have taken their ideas and advanced them in two ways based on the findings revealed from interviews: (a) personal gratification and (b) professional gratifications. Each of these seven building blocks shows how academic librarians behave and make their presence in social media.

When the findings are illustrated in a form of honeycomb framework academic librarians can understand the various functions they utilize either individually or together. When utilized together or/and individually these building blocks can help librarians interpret the social media ecology, and understand their audiences and their engagement needs.

The result of the study showed librarians were motivated to use social media in order to create groups, share information and show their presence at a both personal and professional level.

Themes such as entertainment, following interest, education and keeping in touch with friends were only related to personal gratifications. On the other hand, synchronicity, current awareness, conversations and relationships were seen as professional gratifications. The following section describes the social media's personal and professional gratifications, as recorded from the sampled librarians.

4.2.1 Personal Gratifications from the Social Media Usage

The personal gratifications of librarians using social media are depicted in the form of a honeycomb framework with seven building blocks (Figure 4.8). Librarians emphasized the importance of Facebook in communication.

“Nowadays, before people ask what your e-mail address is, they will ask about your Facebook ID instead!” (Morgan, interview 1, January 5, 2012, line 27)

Also, librarians stated that they read blogs to obtain personal or professional information. Only four librarians said they have a personal blog and that they updated their blogs

regularly. Among the 26 librarians interviewed, only 14 have accounts and were active on Twitter.

Surprisingly, the librarians who did not have an account in Facebook use YouTube for watching videos, listening to music or learning educational materials.

“ . . . Oh YouTube yes, I watch it a lot; listen to Tamil music, I love Tamil music, I also learn cooking from watching YouTube”. (Kathrin, interview 2, May 31, line 6)

It was noted that during the member checking process, the researcher discovered that the two librarians who did not have Facebook accounts, had started to create their Facebook pages after the data gathering stage of this study.

The detailed information of librarians’ verbatim statements and the themes which were created based on the librarians’ quotes is explained as follows:

- a) **Presence.** One of the main reason users, especially those younger in age, use social media is to create a public presence. According to Cheung, Chiu and Lee (2011), social media technology tools produce this feeling among users, such as the feeling “to be there” and show their existence to family and friends wherever they are. On the other hand, the aim of some kinds of social media tools such as social networking sites, is to build an environment which enhances user communication (Cheung, Chiu & Lee, 2011).

Table 4.1: Libraries' Motivation to use Facebook Based on Web Observation*

Library	Library A	Library B	Library C
Year started	Aug 2011	Apr 2010	Oct 2008
No. of people "like" the page (till May 30, 2013)	Unknown	2309	12409
Total posts in May 2013	5	7	10
a) Presence:			
1. Libraries show their presence in social media through status, pictures or quotes.	✓	✓	✓
b) Synchronicity vs. asynchronicity:			
1. Libraries communicate with users by answering research enquiries synchronously or asynchronously.	0	✓	✓
c) Information need:			
1. Libraries announce their operation hours.			
2. Libraries guide users how to use the library.			
3. Libraries inform users about general news.	✓	✓	✓
4. Libraries inform users about general information (address, telephone).			
d) Groups:			
1. Libraries make group or community with user by posting photos, conducting classes etc.	✓	0	✓
e) Conversation:			
1. Libraries interact with users by conversational status.	0	✓	0
f) Relationship:			
1. Libraries reach out to users.	✓	✓	✓
g) Current awareness:			
1. Libraries publicizing news and events.			
2. Libraries announce new book or journals.	✓	✓	✓
3. Libraries announce new acquisition for database.			

* Data collected from first of May 2013 for the duration of one month. Each of the post and activity of libraries has observed and analyzed.

b) *Social group.* Social media allows users to form a group based on their common interests in order to communicate effectively. These groups are used as a medium to exchange information between members. Also, it helps members to stay in touch even though they are geographically far from each other. Librarians in the current study revealed that they like to create groups in social media to include their friends and colleagues in order to access new information about a subject or to learn via collaboration, as described in following quote:

“We have a group for our English course in UPM where we communicate in English. At the beginning it was very active but now we are too busy. This is very good because we have to correct the typing and the sentences too but normally we just play so it is very encourage [sic] us to know the spelling is correct”. (Nadia, interview 2, June 1, 2012, line 41)

c) *Self-education.* One of the most popular topics in social media application is education. Scholars such as Bonsignore et al. (2011) believed that users learn from others’ experiences and by participating in daily life activities. Librarians in the current study indicated that they like to use social media tools, especially YouTube and Facebook, not for users’ education but for personal knowledge improvement.

“I use YouTube for learning. You know [for example], this morning I saw one video about [how to perform] presentation, [so] I downloaded it from YouTube, edit it, and use the presentations myself. I can present [a] very nice presentation. We call it after effect introduction. Last week the boss ask [sic] me to prepare a presentation, which he is going to present next week. I do not have the time to attend a class or pay for courses to learn these things, so I downloaded it form

YouTube. It is free. YouTube is very good for learning”. (Shawn, interview 1, March 7, 2012, line 18)

Table 4.2: The Personal Gratifications Received from Using Social Media Application

Personal Gratifications librarians mentioned	Librarians who mentioned
a) Presence: Librarians show their presence in social media in order to create a public presence	Nadia, Fred, Morgan, Emma, Hania
b) Self-education: Librarians learn through communicating with seniors or subject professionals using social media.	Shawn, Kathrin
c) Information sharing: Librarians find information through social media also they could disseminate information with their family and friends via social media tools.	Lina, Fred, Nadia
d) Follow interest: Librarians follow the subject they like through social media.	Emma, Harry
e) communication: Librarians reaching out and connect with their family and friends through social media.	Emma, Fred, Hania, Harry, Andy, Jimmy
f) Social group: Librarians ordered or form groups among their family and friends via social media tools.	Nadia, Romina
g) Entertainment: Librarian use social media to pass their time and having fun.	Hania, Kathrin, Fred

d) Entertainment. Entertainment remains the most frequently mentioned gratification indicated by social media studies, especially in previous media studies which implemented the uses and gratifications theoretical perspective (Balakrishnan & Shamim, 2013; Kinnally et al., 2008; Ku, Chu & Tseng, 2012, 2013; Shao, 2009). Social media users reported that they use technology tools for their pastime. This was also highlighted by librarians in this study.

“Facebook is used more for fun and amusement [entertainment]. It is more for leisure connecting with friends in the virtual world”. (Hania, interview 1, February 6, 2012, line 25)

However, one librarian considered that social media can only be used for fun and entertainment, not for serious professional purposes.

“I use social media only to watch movies, listen to songs and just for leisure, not profession”. (Kathrin, interview 2, May 31, 2012, line 6)

e) Communication. The most interesting feature in social media is keeping people in touch with each other anywhere and anytime they want. Librarians stated that the main gratification and satisfaction they obtained by creating a social media account especially on Facebook, was to keep in touch with family and friends.

“Most of the time in my personal Facebook, I post because I want my friends to know things that I have in common with them, places that I have visited which probably they want to visit. Also, sometimes I knew that few of my friends want to go to [places that I went before], so they say please

post all the pictures and recommend where we should go, what we should buy”. (Emma, interview 1, January 16, 2012, line 36)

“I use Facebook to interact with my friends to keep contact and update things and then to get some news and information from them”. (Fred, interview 1, January 10, 2012, line 10).

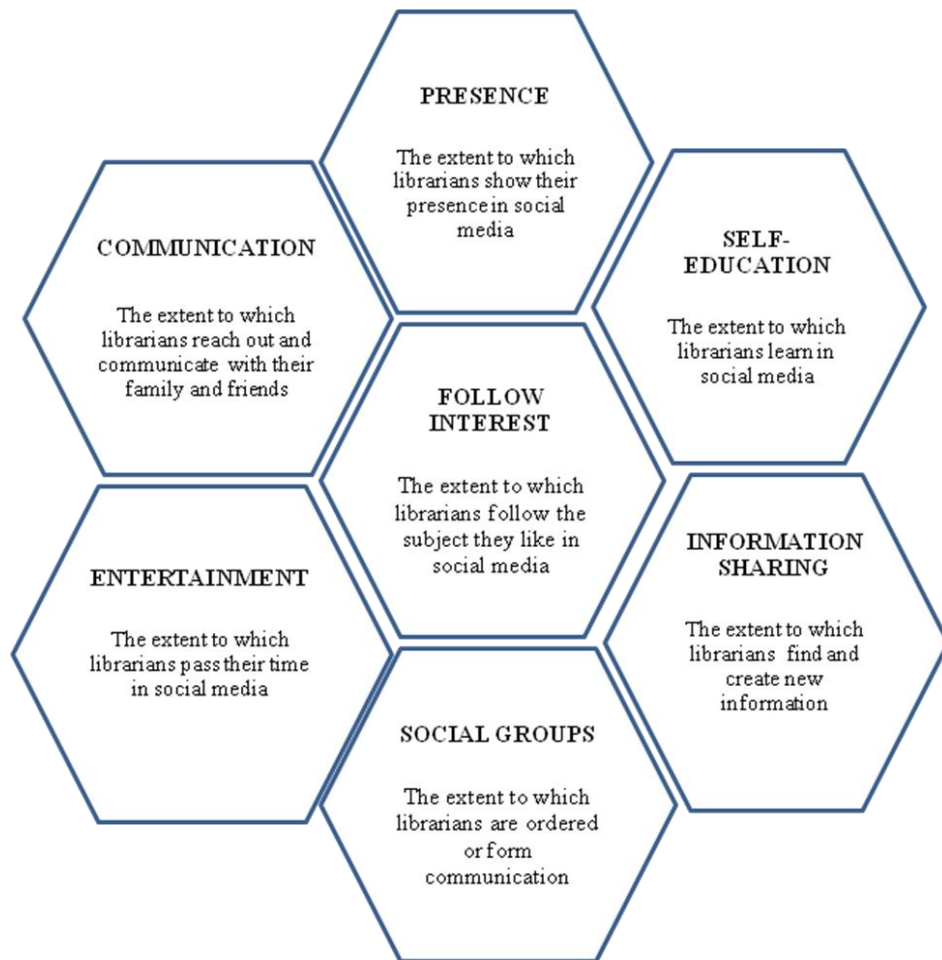


Figure 4.8: Honeycomb Framework of Personal Motivations for Using Social Media in Libraries.

This category comprises sub-categories such as keeping in touch with friends who live far away, meeting and finding old friends, communicating with classmates and renewing friendship with those they have lost touch with. These were the reasons mentioned by the participating librarians in this study.

“I like to post in Facebook because I want other opinions on what I think, maybe they [friends’ list] think the same thing or maybe they think the opposite, maybe they can give opinion [sic] to me and we can brainstorm or something like that”. (Hania, interview 1, February 6, 2012, line 12)

“I like the good responses and comments from friends or my families [in my personal Facebook page] because I link my blog [to Facebook] and whatever I post can be seen in my Facebook account so, people could read it. I receive good responses”. (Harry, interview 1, February 17, 2012, line 31)

Librarians mentioned that social media is an efficient tool and also a cheap way to keep in contact with friends.

“Because my friends now are very far in Johor, Kedah, so I use Facebook because it is easier to know what they do and we also manage to organize gathering [sic]. Before this it was hard to discuss with them about when we can meet them but in Facebook it is easier . . . now we just ask when you are free”. (Andy, interview 1, February 20, 2012, line 34)

“I like Facebook because it informs you what your friends are doing and [I can] get connected with friends I haven't met for almost twenty years and I will inform [them], “what I am doing now, how many children [I] have”.

(Jimmy, interview 1, February 17, 2012, line 15)

f) Information sharing. Social media tools help enhance the process of receiving and creating information because members generate their profile and then join with millions of people by connecting through social media. Therefore, the information created by one user, can be viewed by other users. In social networking sites, this information could be in the form of comments in a personal post or a status remark from friends. Librarians in this study said that they liked social media applications because they can share their thoughts and experiences, and can generally report on their activities on their status bar.

“I like to exchange ideas and information with friends so I post in my Facebook on any experience, religious or motivational book or quotes I read, and I like it when my friends respond to my posts”. (Lina, interview 2, May 14, 2012, line 52)

“I use social media to interact with my friends, to keep contact and update things and then to get some information formally and informally, to share with them what I get”. (Fred, interview 1, January 10, 2012, line 10)

Some of the librarians expected feedback and responses from their friends. Other librarians believed social media could be the place to store news about daily activities and share information with friends. They do not expect people to comment on their posts but are not opposed to it.

“ . . . if I have any experience, so I just put it in a blog . . . just to share with others - you should try . . . I think if a person is happy in life, he or she wants to share it in a blog or social media. [I] Always think positively”.

(Nadia, interview 1, March 5, 2012, line 54)

g) *Following interest.* Online behavior is usually based on personal interest. However, according to Kwon (2010) the behaviors in social media can be divided in three different categories. The first is purposeful, where users who indulge in these actions know about the consequences of their actions. The second behavior is carried out only for communication purposes, where users send greetings to each other because they only want to communicate and exchange emotion. The third is the behavior with no well-defined purpose and is performed because it is popular and everyone else does it. An example would be when one user becomes a fan of a page because it was recommended by their friends (Kwon, 2010).

However, one's own interest has not been chosen as one of the gratification themes by previous studies. Kwon (2010) for example proposed such behavior as an action, not a motivation. In this study however, most of the librarians mentioned that they liked social media because they can follow their personal interests. This theme was chosen as one of

the personal reasons for using social media among librarians. For example, one librarian who has a very active personal blog said that:

“I think this is interesting. I always want to write a book about my life but I could not. So I put it in my blog. [The] Internet is making us lazy. I blog because I want to keep a journal about what is happening in my life. Because I don’t write, like what I said, it is easier to write in a blog, which I wanted to share with my family. Actually my blog is for my family members”. (Emma, interview 2, June 15, 2012, line 55)

“I like to do research and when you are posting in a blog it is the same as you are doing research because [to write it] you also need to read the book and other resources”. (Harry, interview 2, May 4, 2012, line 39)

4.2.2 Professional Gratifications from Social Media Usage

It was evident that social media tools have become extremely popular among academic librarians who have started to explore using this technology in providing library services. The verbatim statements of librarians revealed seven categories that emerged to indicate professional gratifications from using social media. More information about conditions and the categories derived from librarians’ transcribed files, and the number of times librarians mentioned the gratifications is shown in Table 4.2.

The following section provides sample quotes to illustrate specific experiences or to clarify librarians’ professional gratifications for using social media. These categories are

illustrated in the form of a honeycomb framework, which was introduced by Kietzmann et al. (2011).

The graphic defines social media application by using seven building blocks: identity, conversation, sharing, presence, relationships, reputation, and groups (Kietzmann et al., 2011). The honeycomb framework comprises seven functional building blocks that reflect a specific facet of the social media user experience, as highlighted by the librarians: presence, synchronicity, information sharing, groups, conversations, relationship, and current awareness (Figure 4.9).

The description of each category and verbatim statement of librarians are described below:

- a) Presence.* Presence represents the extent to which librarians can “be where the users are” in a social media setting. It includes knowledge of the availability and accessibility of library users. Librarians mentioned that by establishing their presence in social media, they are closer to students.

“Most students have Facebook and communicate with each other through social media page so by using social media tools we will get closer to the students; we will know what their problems are”. (Hania, interview 2, April 9, 2012, line 32)

However, some other librarians stated that they create social media pages only to show their existence.

Table 4.3: The Professional Gratifications Received from Using Social Media Application

Gratifications librarians mentioned	Librarians who mentioned
<p>a) Presence: Librarians show their presence in social media to be in a platform where their users are.</p>	<p>Sofi, Hania, Morgan, Romina, Emma, Harry</p>
<p>b) Synchronicity: Librarians have real-time interactions with users in social media; this allows a more dynamic experience than a fundamentally static webpage.</p>	<p>Sammy, Hania, Fred, Romina, Emma, Andy</p>
<p>c) Information needs: Librarians find out what information their users need, this may take over the traditional user surveys. Also they could disseminate information via social media tools.</p>	<p>Shawn, Helsa, Harold, Harry, Mike, Nadia, Zahra Hania, Fred, Morgan, Lina, Romina, Emma</p>
<p>d) Groups: Librarians brainstorm, solve problems, share information, and think out loud among themselves.</p>	<p>Harry, Rose, Sofi, Nadia, Morgan, Romina</p>
<p>e) Conversation: Librarians enhance communication among individuals and groups; interacting with users through the application of different social media tools to understand their needs.</p>	<p>Shawn, Harold, Harry, Zahra, Sammy, Hania, Fred, Morgan, Jimmy, Lina, Romina, Emma, Mike</p>
<p>f) Relationships: Librarians reach out to library users and establish relationships with potential users.</p>	<p>Ayla, Shawn, Helsa, Hania, Fred, Morgan, Romina, Emma</p>
<p>g) Current awareness: Librarians promote their services to keep the user aware of the library, provide them with knowledge about its physical features, resources and services, and also to educate users about new technologies.</p>	<p>Ayla, Andy, Shawn, Matthew, Harry, Helena, Mike, Emma, Zahra, Morgan, Lina, Romina</p>

“When I go home, I open my Facebook and see if there is a question such as library opening hours that my staffs have not answered and the other student has already responded, and again another student say go and read this notice and then I would reply to that person, thank you. We have to respond by saying “thank you” to show the users we are there”. (Emma, interview 1, January 16, 2012, line 48)

“I remember [I] proposed to the library management to show our existence [presence] in social media so we chose several platforms: Facebook, Twitter, Flickr, YouTube and Delicious”. (Morgan, interview 1, January 5, 2012, line 21)

“We should be active and post in social media to inform them [students] that we are here.” (Sofi, focus group B, September 12, 2012, line 209)

Two more librarians discussed it in another way:

“Students now use social media to connect to other people. When this happens, we as educators try to show our existence to the world and see how they react to that situation”. (Romina, interview 1, March 26, 2012, line 25)

“I think [through] social media, in terms of its use for the library nowadays is essential. We have to bring the library to the community. So one of the ways is through Web 2.0 and social media”. (Harry, interview 2, May 4, 2012, line 2)

All the quotes show how librarians tried to be nearer to students in order to communicate and interact with them in a fast and more convenient way, in order to better know their needs.

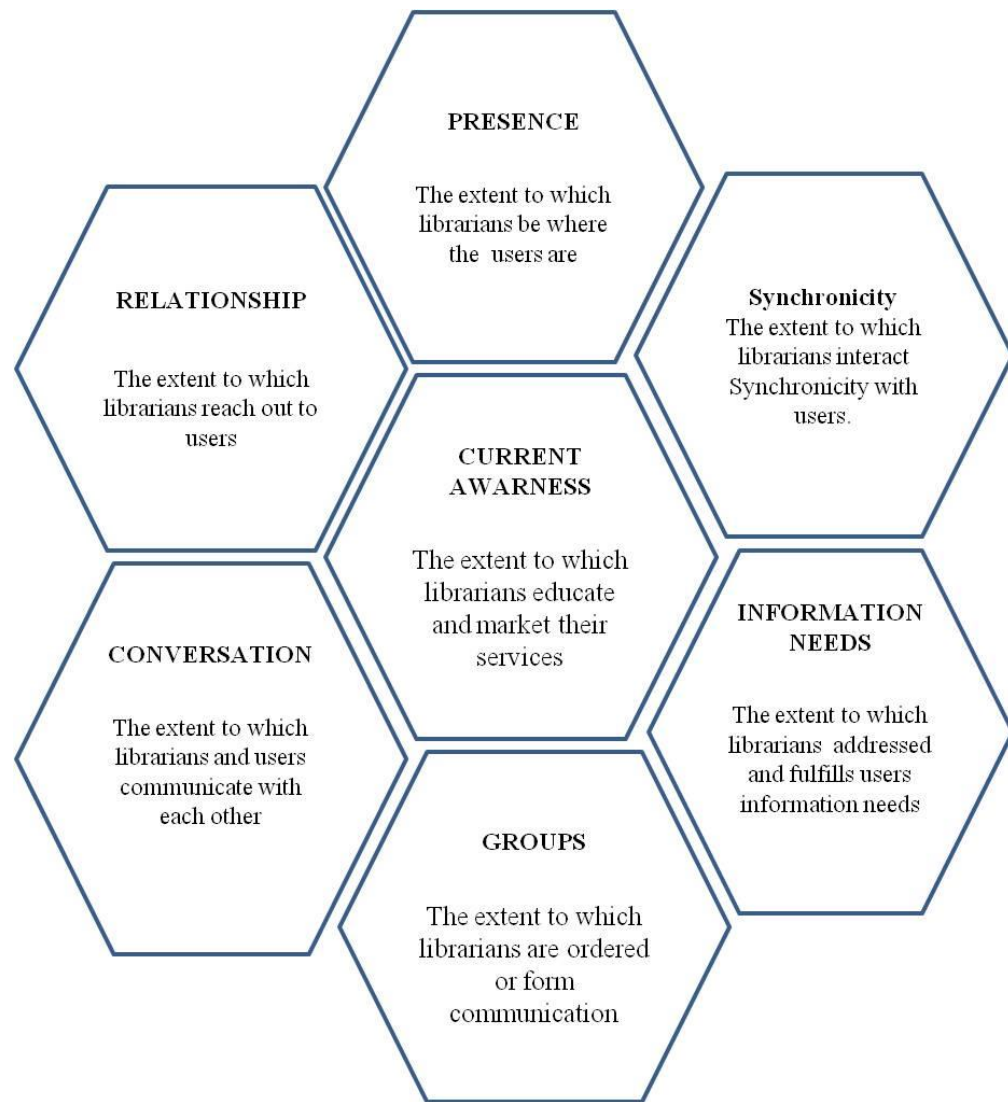


Figure 4.9: Honeycomb Framework of Professional Motivations for Using Social Media in Libraries.

b) Synchronicity vs. asynchronicity. One of the characteristics of social media is asynchronicity, which refers to the concept that messages may be staggered in time. Senders and receivers of electronic messages can read their mail at different times and still interact at their convenience. During interview sessions and focus groups, some librarians' highlighted the social aspects of this function (Williams, 1988).

“The good point which I like about social media is you can check [other things] at the same time. For example, [I can check my] inbox and private instant message”. (Fred, interview 1, January 10, 2012, line 40)

When the researcher asked librarians “what satisfies you when you post in library social media” they responded:

“When I post something and I want feedback, [so when] there are lots of feedback, it [social media application] satisfies me”. (Hania, interview 1, February 9, 2012, line 33)

“Users do not like the old style of filling the forms, so through social media they can get the answer straight away. It is good if we can give the response in this way. Librarians use these tools to get the feedback from the users”. (Shwan, interview 2, June 1, 2012, line 13)

On the other hand, some librarians in this study believed that social media should be used by means of synchronicity, which means that librarians interact in real time with their users.

“There was one time that [they did not know the answers] to certain questions. They [librarians] kept quiet and they were waiting for my answers, so I said, no, don’t wait for three days for me to answer, or one of the senior librarians to answer. Just say we need to check this out, we will get back to you; and when you say we will get back to you, be sure that you get back to them. Say something like . . . sorry for the delay, but I have to check something with the chief librarian. . . . Let me give you an example: for example the photocopy machine was not functioning so we said just wait for 10 minutes, we will send someone there to check. When I heard the student reply, “Thank you, the technician is already there.” So, to me, it is faster if questions are sent through e-mail. I do not read it maybe for some hours because we do not read email constantly. So, to me faster response and interactivity is important. I think students’ Facebook are always on”.

(Emma, interview 2, June 15, 2012, line 112)

“Users could communicate but it was not so easy because they have to send the e-mail, and sometimes it took a long time for the librarian in charge to answer them. Now we use the library’s Facebook and it is very active, so the students just post what they want to know or what their problem is”. (Andy, interview 1, February 20, 2012, line 8)

“For me, Facebook is a very good way of communication, where we can know immediately what is the scenario and situation; [for example] when people complain or student [sic] complain, we can quickly go to the place

that they complain or talk about”. (Natasha, focus group C, October, 2, 2012, line 270)

It is clear that librarians have different perceptions about using social media synchronously or asynchronously. Some librarians prefer to use social media because they think it is a suitable and fast technology to connect to users, while others prefer its asynchronous characteristic that enables messages to be sent, received, saved, or retrieved it at the users’ expediency (Chamberlain, 1994).

c) Information need. Another theme mentioned by librarians was the use of social media to share information and answer the information needs of their users. Information need refers to the extent to which librarians address and fulfill users’ information needs. Librarians claimed that they use social media to share information with users or among their peers for professional use. Some of the verbatim statements obtained from the librarians are given below. One librarian in focus group A said that social media offered very valuable and informative services to users. It shows that librarians take social media application very seriously.

“I think when we want to use social media, we have to contribute something which is very useful for our followers or our friends so that they will spread the good information and ask what they want . . .” (Zahra, focus group A, July 30, 2012, line 173)

Additionally, the following quotes show that librarians like to communicate with users:

“I like to share information with users [in social media because] this tool reduce [sic] the time for sharing information among students”. (Mike, interview 1, February 14, 2012, line 55)

It seemed that librarians felt gratified after giving information to users and they also liked that social media offered the opportunity for users to share information with other users and librarians.

“Sometimes in Facebook we see students posting [sharing] particular websites, where we can get very good information. So we look at it first to make sure it is ok and then we alert everybody”. (Emma, interview 1, January 16, 2012 line 166)

The information need, which librarians talked out in this theme were useful to both librarians and users.

d) Group. Another theme which librarians highlighted during the interview and focus group sessions was the satisfaction of forming or belonging to a group, which enhanced their interaction and sharing of information. In the honeycomb, the group block refers to the extent to which librarians are organized or engage in communication among themselves through social media platforms. These groups are created among librarians for various reasons: a) to share educational matters

such as learning English, b) to discuss about choosing subject headings, or c) to provide special material for the library collection.

“[Social media] is good [tool] for communicating with colleague. We set up a group on Facebook for staff. If there is anything we will either tell members face to face, or if not, we communicate through Facebook . . . just inform them about daily activities, [such as] we are going to organize an event, about a new staff, or next month some staff will retire”. (Morgan, interview 1, January 5, 2012, line 85)

“We do have one English group course for librarian [sic] . . . so we post any issue [sic] and contact with each other and chat in English”. (Helena, focus group B, September, 12, 2012, line 219).

Librarians’ suggested buying specific books through their group’s social media page:

“Sometimes, my friends from other library [sic] or university [sic] post some books and suggest other librarian [sic] to buy [specific books].” (Helena, focus group B, September 12, 2012, line 236).

Another possibility which is provided by social media and mentioned by other librarians was that it enabled open discussions among colleagues:

“[In social media, we have] group discussions among librarian [sic], so we discuss a lot of things, for example, about one national issue where one writer, gave a comment in the newspaper saying that Malaysian librarian

[sic] lack of reading, don't like reading, so we put it in our discussion page . . . “What do you think about this opinion?” So we discuss among ourselves on how we can promote ourselves that we should not just manage the books but we must also read books. So for me, when I join the discussion, I said okay, why aren't you activating your blogs? You have your own blog . . . try to send [ideas] to your blog, not just telling what are you doing . . . [such as about] what I am eating now . . . why aren't you giving or writing something that are [is] valuable that shows that you are also doing research”. (Harry, interview1, February 13, 2012, line 39)

e) **Conversation.** As mentioned by many previous researchers, one of the most significant reasons why librarians use social media is to communicate and interact with users. In this study, librarians indicated that they use social media to have conversations. The conversation block in the honeycomb framework symbolizes the extent to which librarians communicate with users in a social media setting. Librarians initiate conversations with users in many different ways.

“When I went home at 10:30 pm, I tell myself, wow the students must be studying right now, so maybe it is good to post something to them, because usually during exam, I like to post, because I know students are there or maybe they need somebody. I think it is just more like they are studying alone and by themselves, so they need some kind of break to say, hey guys, how are you doing”. (Emma, interview 2, June 15, 2012, line 221)

“I post quotations to motivate students because I know all students have Facebook now, and they will read it and maybe it would encourage them to seize the opportunity to communicate”. (Hania, interview 1, February 6, 2012, line 16)

Librarians said that receiving feedback from students, even in the form of a simple reply is satisfying.

“I like the sharing part of Facebook because when you post something, even little-little things like [sic] good morning, or any greeting or “happy holidays” if it is holidays, and students replied to say thank you, have a great day, too. It really inspires me”. (Hania, interview 1, February 6, 2012, line 32)

“I like posting in social media when there are responses and when students like my post, then I feel okay that somebody has responded to my post. Even if they don’t post [a] comment, at least they like my post”. (Sammy, interview 1, March 7, 2012, line 33)

Librarians showed their preference for normal conversations with their patrons through social media to get to know users:

“You know, sometimes I get to know the library user by accessing the Facebook. Because we sometimes see them in library, but when we see them in facebook and they communicate in Facebook, so I know them better and I

think it is fun so you get to know people”. (Romina, interview 1, March 26, 2012, line 41)

Librarians also provided examples of situations that showed social media as a very good tool to know the needs of library users.

“For example, [something] about opening hours [of the library] . . . so maybe somebody post [sic] a comment . . . why is the library not extending the opening hours, because we are here, we are international students and we spend more time in campus than other students and we cannot study at home. This simple question can trigger a conversation, so we can decide that okay, we can extend the opening hours because we have quite a number of requests from the student [sic]. They need to stay in the library longer than the [local] home students. Also, for example, sometimes we have some posts [by the library] in Bahasa [Malay language] and some student [sic] would comment, “I am from Iran, I cannot understand the post. Can you provide the post for us in English.” (Harry, interview 2, May 4, 2012, line 41)

“We have rules that users cannot bring their laptop to the library and users do not like this rule, but they never tell us that they do not like that rule. So with social media, they start to discuss with the librarians as they need to understand why we create that rule because users are from [a] new generation and most librarians are old generation. So there is a gap between them. So sometimes [the] library can also change the rules based on users’ needs”. (Jimmy, interview 2, May 3, 2012, line 18)

f) Relationship. Before librarians and users could start to have a conversation, they need to foster relationships. According to verbatim statements from librarians in this study, one of the other reasons, which encouraged librarians to use social media was the gratification they get from fostering relationships. The relationship block in the honeycomb framework represents the extent to which librarians reach out and establish relationships with the users. Librarians reach out to existing and potential library users in various ways as an inclusion initiative. Librarians prefer to use various forms of resources to reach out and create relationships with their users.

“I like to work with social media because when I post something I can see how the information reach [sic] the users and for me it is the highest satisfaction that I get [to see] my post in the Facebook reaching many persons. So I think Facebook is such a good way [to foster this relationship]”. (Rose, focus group A, July 30, 2012, line 62)

“If librarians know how social media applications can be helpful to reach out to more students, it would be more interesting”. (Ayla, interview 1, February 20, 2012, line 22)

In addition, one librarian explained the importance of social media for students:

“I have passion for social media specially Facebook. As an admin [administrator], I think Facebook is a very good medium [to] communicate and reach our target users . . . and most of our target users are not only

students, but our alumni, and our other competitors because UM is the first university [to use this media], so every universities [sic] are [sic] referring to UM because our fans are huge compared to other universities”. (Fred, focus group C, October 2, 2012, line 274)

Some librarians believed that due to the development of technology and especially their increased availability for younger generations, the implementation of social media in the library is significant in attracting users.

“Because during that time [2008], most of our students at [the] age of 20 plus . . . were very young . . . so we try to capture them”. (Morgan, interview 1, January 5, 2012, line 28)

Nowadays, everyone has [a] gadget and can easily access social media through their gadgets. some of the students are shy to come here to ask and they prefer to communicate by asking in writing” (Matthew, Interview 1, February 17, 2012)

g) *Current awareness.* The last theme which emerged from librarians’ quotes was current awareness, which is one of the library services. As mentioned by many librarians one of the easiest and fastest ways to inform users about library materials and services is using social media. Current awareness represents the extent to which librarians educate users and market new services. Librarians explained that they promoted their library services to keep users aware of the library and educate users about new technologies. Librarians’ messages in social media could be comments

regarding library hours or the promotion of library services. Librarians described this in different ways.

“Nowadays, it is easier for the library to inform students about opening hours on Facebook, because, we know it is like a virus. Somebody looks at it and then link, link, link so [the] whole university will know.” (Emma, interview 1, January 16, 2012, line 173)

“As a librarian I just share info about the latest activity, or latest information, or latest classes, to students in the law library [Facebook page]. So it is [a] good tool because it can be used to distribute [information] to other members just like that”. (Andy, focus group A, July 30, 2012, line 131)

“Writing about opening hours, and time table for knowledge skill classes is very good to be announced through social media. . . . Sometimes students put their requirement [sic] on Facebook”. (Mike, interview 1, February 14, 2012, line 9)

Librarians also gave an example of how users can be informed by using social media applications:

“For example, a book, [which] is about pineapple . . . I would write “pineapple”, but [the] user will not know that it has something like statistic, how to plant and what helps the pineapple to grow, and what is the method for doing that. So we post here [social media] where we can include all [the]

necessary information about this. I just do the cataloguing in our system and then put the general information on the [social media] page”. (Helena, interview 1, March 12, 2012, line 25)

4.3 Deterrents of Social Media Usage among Academic Librarians

To discover the reasons that deter librarians from using social media in their actual library work, librarians were asked the following questions, “Why are you not participating in social media?” and, “What was preventing you or other librarians from using these tools?”

After comparing the transcribed files and categories, which emerged from interviews and focus group studies, it was clear that librarians in focus groups revealed more about the deterrents they experienced from using social media, inferring their dissatisfaction of social media application among their colleagues and in the workplace.

Five major themes illustrated librarians’ deterrents from social media applications, which were: a) workflow obstacles, b) technology obstacles, c) organisational obstacles, and d) personal obstacles. The discussion of the major and minor themes, which comprise of ideas and issues described by librarians are included in the following sections.

4.3.1 Workflow Obstacles

Librarians in this study are from different library departments, so updating social media pages is not their core function. Due to this, it is apparent that one of the reasons they might not have used these tools was that they had limited time to do so, since they must consider their main task as a priority, compared to updating social media pages. The librarians who

were especially not familiar with social media tools reported not having the time to learn, plan, create and maintain their libraries' social media pages. One librarian as an example, openly confessed that the main problem is that she does not have enough time to keep her Facebook updated. (Rose, interview 1, February 20, 2012, line 15).

Two other librarians in focus group B similarly echoed this idea by indicating that they do not have enough time to “look at social media pages.” (Shawn, focus group B, line 55).

“Using social media needs time and effort, because once you start using it, you will need to view it again”. (Sofi, focus group B, September 12, 2012, line 161)

Sub-themes discussed under workflow that disrupted focus on social media pages were time, level of authority, and job functions.

a) Time. Time is a constant issue in workflow category for maintaining library social media pages. In focus group B, librarians discussed that establishing the library social media presence is not an issue, but the main problem is keeping the information updated. One librarian emphasized that there is a need to have a dedicated person or department to be responsible for keeping the library social media up-to-date. He also said that, “Keeping these tools updated is a tiring task.” (Shawn, focus group B, September 12, 2012, line 162)

The necessity and importance of having a committed person who are [sic] responsible for updating social media was repeated several times in every focus group (Harold, focus group A, line 204; Nadia, focus group B, line 45; Sharon, focus group C, line 139). Some librarians were afraid that they could not manage the time to do their specific jobs while they are using social media.

“I [am] afraid [that] if I started [sic], I may spend so much time on it”.
(Zahara, interview 1, February 14, 2012, line 31)

“I am really interested in social media, and new technology tools but the problem is when I start using social media even [when I] want to eat, I will be busy with [my] hand phone, computer, iPad.”(Jimmy, focus group A, July 30, 2012, line 216).

Others reported that dedicating time for social media is an issue, as they have to maintain other systems too.

“We have pages for our department to promote our services but the main problem for me is [that] I don’t have enough time to keep it updated”. (Rose, focus group A, July 30, 2012, line 56)

In the interview session she further elaborated:

“I like [social media tools], but how can we be more active when we have limited time and there are so many [sic] other work that needs to be done?”
(Rose, interview 2, May 17, 2012, line 15)

Librarians in this study seemed to regard their professional and library functions as separate from social media and this is the main reason why they are not serious in updating their social media presence.

b) *Level of authority.* Librarians also mentioned that the level of authority and active participation of their chief librarian and other senior library managers in social media tends to be a barrier for other librarians' participation. For example, the librarian in the IT department indicated that they only posted messages on social media when:

“ . . . [when] there is a problem with our library database or internet connection, and I am left answering questions that are not related to my job [but asked to do] by the KP [chief librarian] . . . or my manager's directive [is] asking me to do it”. (Fred, focus group C, October 2, 2012, line 55)

Two other librarians in the information skills department agreed with their colleague in this respect:

“The person who gives this kind of answer must be a person who is really authorized; if our KP is not around, maybe our TKP [deputy] should answer. When a question relates to rules and regulations are posted, there should be one person of higher rank [position] to answer”. (Sharon, focus group C, October 2, 2012, line 233).

“Currently [the use of] our Facebook page is very encouraging, thanks to our KP. She is very active and she has [an] interest in social media”. (Hania, focus group C, October 2, 2012, line 190)

c) *Job function.* This study also found that librarians' participation in social media is influenced by their job function and is department-based. For example, two librarians who previously worked in the information systems department were active administrators of their library's Facebook page. However, after changing their department, they became less active.

“[Now], I am not an admin of social media because I am moved to another department. I haven't checked the pages [social media tools] for a long time”. (Hania, focus group C, October 2, 2012, line 26)

“I do not like to answer the question in social media page because I am not an admin [administrator] and I don't know who is the authorized person to answer [sic]. (Alec, interview 1, March 13, 2012, line 7)

Not being an administrator has also been voiced by some participants as the only reason they are not posting in social media.

“I do not like to do because I am not among the admin committee [for social media]. So, we do not have this authority to answer the questions. I think it is good to have some staff as admin”. (Andy, interview 1, February 20, 2012, line 35)

“I will just check [social media page], but the person in charge will answer. We have administrators for that, so if it relates to our section, they will ask for information, we will tell them [the answer], and then they will post in Facebook”. (Kathrin, interview 1, April 9, 2012, line 12)

Chawner (2008) highlighted that institutional barriers was the main factor why librarians in New Zealand did not establish a significant presence in social media. The librarians in Chawner's study expressed not using Web 2.0 technology tools as much as they wanted. This is because they did not have the opportunity to explore and experiment with it in their workplace even though they know these technologies bring new opportunities to enhance library services (Chawner, 2008).

4.3.2 Technology Obstacles

Technology obstacles faced by the librarians that participated in this study are not associated with lack of technical knowledge or technical support. Librarians believed that in order to use social media in their daily jobs, they needed to be familiar and acquainted with the technology first.

a) Unfamiliarity with new technology. As technology becomes more advanced, libraries have more choices of systems and applications that they can use to enhance their services. There should be strategies for librarians to stay up-to-date and current. Librarians stated that since social media is a new technology, most of their colleagues are at the stage of experimenting with these tools.

“Actually committee member have lots of ideas [for social media application]. As we said, we are experimenting and we thought maybe we can make a small and simple step to make it work”. (Lina, focus group A, 30 July, 2012, line 126)

“I think using social media is related to our understanding and knowledge. Personally, I would like to self-explore these tools first”. (Zahra, focus group A, 30 July 2012, line 19)

“After I get familiar [with social media application] and I explored it, [then I] get to use it regularly, and I find it very interesting. So now, I like to use it for personal and professional purposes”. (Mike, interview 1, February 14, 2012, line 7)

“I am not very familiar with these tools, that is why I could not apply them in my daily job”. (Ayla, interview1, February 20, 2012, line 6)

Also, librarians expressed their hesitation to use social media before familiarizing with its technologies.

“We have to promote these tools, but before that, there is a need to explore them and be familiar with the application”. (Jimmy, focus group A, July 30, 2012, line 44)

Secker (2008) found that unfamiliarity with social media was a reason that librarians did not adopt the technology. He suggested that librarians should self-explore or be trained to use social media.

b) Existing technology. The results show that the librarians in this study find changing and adopting new technologies not very easy. Those who currently have specific library applications in place indicated the lack of relevance of social media in their actual job functions. One librarian in the acquisition department consistently said, their library has its own system and expressed his preference to receive students' inquiries for new books through a system developed in-house

“Social media could be an alternative besides the system that we have nowadays because we have so many online forms. So Facebook, [and] Twitter could be [an] alternative for these online forms”. (Mike, focus group A, July 30, 2012, line 23)

On the other hand, users' familiarity with the library's existing technology was the reason behind the lack of social media application in the library, echoed in other focus groups.

“Student [sic] still communicate with us through e-mails; they rarely post their request for books in the social media”. (Helena, focus group B, September 12, 2012, line 222)

“Through Pendeta OPAC [the online library catalog], students asked us about their library account but in Facebook they will ask us about things like library opening hours and so on”. (Natasha, focus group C, October 2, 2012, line 15)

Also, a librarian from system and information technology department supported this opinion in the following way:

“Facebook is only a substitute; we have our website so maybe in the near future it can become the core technology to provide our library services”.

(Nadia, focus group B, September 12, 2012, line 191)

Librarians from the acquisition department professed that social media is an alternative technology for their current online services.

“Social media is an option. We communicate heavily via e-mail and other online forms”. (Jimmy, focus group A, July 30 2012, line 42)

Also, during an individual interview, one librarian mentioned that she liked to use older forms of communication:

“I am not really a computer person but I do answer library queries via e-mail. So if any students have any problem and e-mail me, I will answer their questions”. (Kathrin, interview 1, April 9, 2012, line 14)

Only one librarian noted the deterrents of technical issues with the application of social media:

“The Internet [bandwidth] in the morning cannot bear the high use of social media. Therefore, they [library managers] ban it in the morning, I think”.

(Helena, focus group B, September 12, 2012, line 56)

4.3.3 Organizational Obstacles

The librarians in this study felt that their organizational rules and procedures are a deterrent in creating a social media presence. Librarians talked about restrictions in the use of social media as a part of the policies of their organization.

“I think it is not the priority of our university to use social media. Facebook is blocked from 8:00 to 11:00 a.m. We can only use it after 2:00 p.m.” (Sofi, focus group B, September 12, 2012, line 51)

“We want to use Facebook during office hours, but it depends on the top management of the university. Some universities regard Facebook and other social media as something against the library rules and regulations, they even block its use”. (Harold, focus group A, July 30, 2012, line 237)

a) Social media policy. Another organizational obstacle expressed by the librarians is the absence of a policy on library social media personnel.

“There is a need to have [a] written policy for using social media that details who should update and know about our [i.e. the librarians] limits of posting and sharing information”. (Fred, focus group C, October 2, 2012, line 35)

“Actually we can use Facebook in our profession but our staffs never use it for that purpose. You know, as the head of department I don’t use it during office hours because they [library staffs] open their Facebook to just see what their friends do, or they update what they do and so on, so I think it is not good”. (Rose, interview 2, May 17, 2012, line 24)

Moreover, a consistent response from the participants is that the libraries' social media tools need a committed and officially appointed person who is responsible for maintenance and updating information. Since new ideas are always "top-down" in most universities, the appointment of the social media librarian should be the responsibility of the library management.

"Yes, we have the committee, but we need to have group of people or the committee as responsible for social media". (Harold, focus group A, July 30, 2012, line 135)

"Actually you know we should have one division similar to marketing that can market it [social media page] ... we do not have any division as such. If we have I think it would be better not only, to market library service [sic] but to go beyond and also to plan [future services]." (Sharon, Focus group C, 2 October 2012, line 246)

The need to dedicate a person to take care of the library social media was also prevalent in the next theme of social media obstacles.

4.3.4 Personal Obstacles

Research revealed that personality, as well as computer expertise, motivation and capacity towards studying and integrating different applications of social media, influences librarians' use of Web 2.0 and social media (Arif & Mahmood, 2012; Chu & Meulemans, 2008; Chu & Du, 2012). This study identified that the personal obstacles faced by academic librarians in creating a social media presence could be divided into three subthemes:

a) *Language*. Language may be a personal obstacle in social media participation, as observed by a few participants. The problem was the need to post information in both English and Malay.

“I tried to post one status in English and one in Malay [the national language]. For the one in Malay, students responded in Malay but international students will comment in English, so you know, I have to write in both languages, it takes time”. (Helena, focus group B, September 12, 2012, line 217)

This is because Malaysia is generally a bilingual country with the Malay language being the language of instruction in school, whereas English is the second language officially taught in most primary and high schools. This situation imposes a problem for librarians who need to translate statements into English before they post a status or attend to students’ inquiries.

“When I want to post in English I have to think first and put together the words nicely, accurately and correctly”. (Romina, interview 2, May 25, 2012, line 20)

“One more thing is that [when] we use English language, we get less response from Malay students because they have to think first before they write something, but once we use Malay language, there would be more responses”. (Sofi, focus group B, September 12, 2012, line 210)

b) Scholarly content. Scholarly content was another personal challenge for librarians who were actively participating in social media in this study. Most of the librarians considered social media content very seriously. They felt that it should carry digital content worthy of scholarly communication. Librarians felt that not having valuable pieces of information to communicate to the library users may hold them back from posting messages, as they believed that information posted in social media platforms should be meaningful in order to increase participation from library users. They believed social media is not only for communication, but also for providing valuable information.

“First, we create our library Facebook page for communication, but now we should make it more informative and should develop our Facebook. We have also started using Twitter for the library”. (Helena, interview 2, June 6, 2012, line 22)

“I think when we want to use social media; we need to give something [information] which is very valuable for our users, followers, or friends”. (Zahara, focus group A, July 30, 2012, line 173)

“You see, the content comes from a library as an organization, the answers you present to users must be valid, [a] scholarly kind of information because it represents your library”. (Sharon, focus group C, October 2, 2012, line 139)

“We need to have information, which attracts our users, something valuable for them to know”. (Harold, interview 2, May 14, 2012, line 46)

“Posting in a formal way is difficult and there is a need to be aware about many things and be able to write well about it”. (Fred, focus group C, October 2, 2012, line 132)

As previously mentioned, library reputation is very important for librarians. Therefore, they always think about writing in a scholarly form when posting information for the library.

c) *Commitment.* Librarians also expressed their personal differences in terms of their commitment to creating a social media presence. Commitment to a social media presence is a major issue expressed by many librarians in this study. One librarian, who seemed to be less comfortable with social media, felt that it is not a priority for his library.

“The mission of the library organization is not to attract more users, and we will still have our users even when social media is not used. We are not committed to use it”. (Sammy, focus group B, September 12, 2012, line 197)

Also, social media is considered as an unprofessional tool that is meant for personal use.

“I don't know why, but we don't use any blog or Twitter. We are more interested in FB [Facebook] because it has become more popular in Malaysia”. (Shawn, focus group B, September 12, 2012, line 224)

However, libraries could utilize the social media tools that fit into their existing culture and strategy. This is consistent with Secker's (2008) study, who indicated that social media is purely used for social reasons. However, the participants of this study believed that its use could overlap with professional purposes in the library context. Librarians agreed that having a high commitment to social media and a designated person to update information is important, to ensure a successful social media presence among librarians.

“I think it should be managed properly. Once you put your link, you should put one dedicated person to do it. Actually the creating is not that difficult, but updating is very important”. (Lina, interview 2, May 14, 2012 line 40)

“I can see from Facebook that students are starting to ask question [sic]. I think our main task is to answer properly to them but we don't have a designated person to do this”. (Harold, interview 2, May 14, 2012, line 48)

“. . . Yeah it is in YouTube, in our front page. But actually still we are experimenting, because we haven't really appoint [sic] somebody and actually we need to appoint not only somebody, but a dedicated team that are commitment [sic]”. (Harold, focus group A, July 30, 2012, line 204)

Librarians believed that someone without strong commitment and passion could not continuously and successfully create a social media presence even at the personal level.

“You think because we have an account on Facebook or Twitter, and having many users [who are] friends [with] us, that is enough to bring social media

success. We don't have a committed person to populate and maintain our presence with content". (Helsa, interview 1, March 30, 2012, line 77)

These findings clearly indicate that some librarians regard non-commitment as an obstacle to creating a social media presence.

4.4 Summary of Chapter Four

Using qualitative and case studies, 26 academic librarians were sampled by means of face-to-face interviews and focus group sessions to provide insights into their social awareness, current practices, and readiness. The participants were librarians in three research-intensive universities in the Malaysian Klang Valley area. Librarians included deputy librarians, heads of departments and library staff in charge of updating social media. The study employed the uses and gratifications theory as a theoretical lens in order to construct the questions that lead the interview and focus group sessions. Also, at the time of analysis, this theoretical lens was used to derive themes and categories from librarians' verbatim statements. After the interviews and focus group sessions were transcribed, conditions emerged from which themes and categories were identified. The three objectives of the study were to identify the gratifications received by librarians at personal and professional levels and the gratifications they obtained from using these new technological tools. During the study, the librarians sampled conclude that social media is challenged by several obstacles which if properly addressed will improve the use of social media in library service.

CHAPTER FIVE

MODELLING THE SOCIAL MEDIA AWARENESS, PRACTICE AND GRATIFICATIONS OF ACADEMIC LIBRARIANS USING PERSONA

5.0 Introduction

The user-based research started in the mid 1980 in order to advance the system design by employing methods, tools and models (Brickey, Walczak, & Burgess, 2010). This approach lists users' characteristics such as age, gender, customs and other demographics. However, this method fails to create strong association between users and designers because of the lack of sensible details. (Brickey et al., 2010; Kozar & Miaskiewicz, 2009)

The methodology which was introduced by Cooper in 1999 facilitated the designer to focus on a small group of users known as persona. Persona is a fiction character that illustrates the system users and tries to keeping the system interface focus on aspects of users such as goals, needs and frustrations. (Cooper, 1999) This approach has been widely used by many practitioners' because of its benefits. For example Pruitt & Grudin in 2003 mentioned that persona can create clear and more explicit assumption about target users. Therefore, the use of persona is growing and become popular way to modify and share the research about users. (Aquino & Filgueiras, 2005) According to Norman (2004) and Pruitt & Adlin (2006), personas could shape better empathy for target users by assigning an identification and scenario for user audience. The personas are identified with a name and a face and other demographic information is assigned for them in order to bring them to life. Various data sources such as focus group, interview and user observation could be used as a basis for personas. Since this method is a relatively new development for identifying users'

behavior and practices it has been rarely used in academic library setting. (Koltay & Miaskiewicz, 2010) Researchers and library practitioners can understand library users' activities and manners in order to better utilize of technological tools in the library and information environment.

On the other hand, social media research after 2009 has found that there is a relationship between user behavior and social media usage in those studies by Ross et al (2009), Aharony (2012), Wilson et al. (2010) and (Gonzales & Hancock, 2011). For example, Banek-Zorica et al. (2009) concluded that only librarians who are knowledgeable in the usage of social networking tools and services can promote these services to their users. Similar results were found in Arif & Mahmood (2012) and Tyagi's (2012) studies that pointed out excellent skills in internet usage influence librarians' adoption of the social media. It is apparent that librarians' characteristics and behavior contribute to the success implementation of the new media in library services. However, there appears to remain a disconnect between what social media are designed to do in library services and what librarians would like to do with them. Hence, this chapter intends to probe further on librarians' social media presence with regards to their awareness, practices and gratifications to use it to render library services. This study uses personas to help understand it.

5.1 Creating Persona of Librarians Using Social Media

By comparing and combining findings from the open-coded interviews and focus group sessions, librarians were grouped based on their awareness, current practices, and gratifications to use social media at the personal and professional levels. These categories were based on librarians' concerns about their awareness, current practices, and

gratifications. The studies have distinguished that personality characteristics and computer expertise influenced individual use, practices, and motivations relating to social media. Therefore, in this study, the personas were identified manually, based on librarians' quotes and an analysis of their verbatim statements. For each persona, the most similar answers to questions posed to all 26 librarians' were identified. These similarities became the focus of the resulting four personas. Each persona is given a name and a fictitious description to make the persona vivid and life-like (Miaskiewicz, Summer & Kozar, 2008).

The four personas identified in this study were "skater," "slider," "shuffler," and "starter." Each has been summarized in Table 5.1. It should be noted that the names chosen for the personas are metaphorical in order to better illustrate librarians' behavior and practices in social media. For instance, the persona termed skater represents a librarian who is very advanced and fast in accepting and implementing social media or any new ICT tools, and she brings the technology to her counterparts and subordinates. Slider reflects a librarian who is aware because he follows new developments in ICT and adopts social media. However, he is not very consistent in its usage. The shuffler exemplifies a librarian who is aware about the social media phenomenon only when it becomes very popular and commonplace. However, a shuffler is slow when it comes to taking part in social media and he does not fully exploit this technology for either personal or professional use. The starter represents a librarian who is very behind in accepting and creating a social media presence. She always shows resistance to change. These four terms that signify different personas have also been used in Ramasamy's 8-S Framework for benchmarking Malaysia in the Global Information Society (Ramasamy, 2010).

Table 5.1: Librarians' Personas and their Descriptions

Librarians	Personas	Description
Emma, Morgan, Harold, Harry	Skater	Skater represents four librarians in this study, comprising three females and one male. She is 45 years old. She is a Deputy Chief Librarian, has graduated from abroad and holds a doctoral degree. She has worked in the library for more than 15 years.
Mike, Matthew, Jimmy, Andy, Sofi, Nadia, Sammy, Helena, Alec, Fred, Romina, Hania, Sharon	Slider	Slider represents 13 librarians in this study, comprising nine females and five males. He holds a Masters degree and has a work experience in the library for about 6 years.
Shawn, Ayla, Lina, Rose, Helsa, Natasha, Zahra	Shuffler	Shuffler represents seven librarians, comprising six females and one male. She is a senior librarian and holds a Masters degree. She has worked in the library for more than 15 years.
Jennifer, Kathrin	Starter	Starter represents two female librarians in this study. She holds a bachelor degree. She is a department head and has worked more than 20 years.

After giving the personas individual names, the researcher summarized answers that were most similar among librarians and grouped them together (Table 5.2).

Once the similarities were summarized, each of the personas needed to be "brought to life."

These specific, fictitious details made the personas vivid and life-like, which better demonstrates how these personas use and are impacted by their social media presence.

Table 4.5 to 4.8 provides a full description of the personas respectively.

Table 5.2: Librarians' Personas based on their Awareness, Practices and Readiness in Social Media

Personas	Awareness, current practices and readiness	Verbatim response example 1	Verbatim response example 2
Skater	Has a strong awareness and the need to take social media opportunities. Strong user of Web 2.0 technologies. In a strong position for taking social media presence opportunities.	I am ok with this [social media] because I am familiar with these tools. I was an academician before, these are things we encourage our students to use. I am very familiar with Web 2.0 tools so when one of my colleagues proposed [sic], I easily adopt. (Emma, interview 1, January 16, 2012, line 27)	I cannot remember when, but our library started quite early. I think our library was the first library in Malaysia to set up a Facebook page and then followed by other universities. I advocate social media. (Morgan, interview 1, January 5, 2012, line 1)
Slider	Steadily aware of social media but lacks momentum in practice. Moving steadily but without consistency because of lack of motivation, deterrents or particular concerns about social media.	Social media is in trend now, most of my friends use it, I use it too, but I feel a little weird when I communicate in [the] library official page. I have to be polite with them [users], be careful with what I write. [I] Need to make sure anything I post is positive, not bias [sic], something sweet . . . (Fred, interview 1, January 10, 2012, line 28)	When Facebook was introduced to the world, I also wanted to use it . . . but sometimes I do not have anything to write. When I do not have information, my colleagues or managers encourage me to be on [the] library [sic] Facebook, they give me some information to post on our library page. (Hania, interview 1, February 6, 2012, line 4)
Shuffler	Aware of social media due to its current trend. In practice, very slow-moving and embraces social media very slowly.	For [the] application of new technology tools . . . we try to adopt everything which is good and possible to adopt, but we cannot adopt 100% because the environment is different. . . . Actually we [library] use only one application [which is] Facebook. But we plan to use other application [sic] in future. (Shawn, interview 1, March 7, 2012, line 16)	I created an account, when we had a social media course in-house. . . . It was in 2010, and we took so many pictures so they [the organizer] said, if you want to see [the] pictures, you can access it on Facebook. So I created an account to see the photos. After that, I posted some of my pictures. But after a while, I stop [sic] . . . you know I don't have much time to post anything. (Ayla, interview 1, February 20, 2012, line 17)
Starter	Aware of social media but hardly implements it. Does not agree with the social media phenomenon in the library workplace.	I even do not have my personal Facebook [page] as well. I am not really a computer person but I do answer library queries in e-mail so if any students have any problem [sic] and e-mail me, I will answer their questions. (Kathrin, interview 1, April 9, 2012, line 14)	I am not into social media at the workplace because it is extra work. I am not that familiar with social media for the library. I am from the old generation and not IT savvy. Even my personal page is always deactivated and then I deleted it last week. (Jennifer, interview 1, January 19, 2012, line 24)

Table 5.3: Meet the Personas: Skater


Personas	Fictitious descriptions
<p>Skater</p>  <p>45 years old. Deputy Chief Librarian graduated abroad and holds a doctoral degree. More than 15 years work experience. (Represents four librarians)</p>	<p>Skater is a chief librarian in a research-intensive university. She usually has a busy schedule at her work place. She participates in different meetings in order to plan and create new services and procedures in the library, as well as figure out the best practices and new ideas in other universities. She is also very familiar with the issues in library and information services. She is an easygoing person who expresses herself very openly.</p> <p>Skater is a very active user of her Facebook page and created her personal page when Facebook was introduced. She accepts friends' request in social media very easily and posts anything she likes about her personal life and interest on her wall. Surprisingly, she does not expect any feedback for her posts. Skater regularly comments in others post. She believes that social media is one way of communicating with family and friends who are far from each other. Skater has a personal blog and likes to read others' personal blogs as well. She is very good in English, both, in writing and speaking.</p> <p>Since she is working in a managerial level, the first time she heard about social media was when these tools were first introduced for library services in an international conference (6 years ago). She not only decided to create a Facebook page for the library, but also encouraged her subordinates and peers to make use of these new tools personally and professionally. She is very active and always has passion for inviting others to benefit from social media tools. However, she is very concerned about the authoritativeness of the library and the university, so she always monitors other librarians to ensure that they write ethically and post reliable information on social media platforms.</p>

Table 5.4: Meet the Personas: Slider


Personas	Fictitious descriptions
<p data-bbox="277 317 354 344">Slider</p>  <p data-bbox="277 722 605 951">Holds a Masters degree and has a library work experience of about 6 years (Represents thirteen librarians)</p>	<p data-bbox="643 317 1458 646">Slider is a young library staff, who works in information system division. He is very friendly, helpful and well informed. Slider adopts technology very fast. Moreover, he shows interest in applying every new technology tool. At the beginning, he shows enthusiasm for every new technology tool. However, after a while, his attention decreases. Slider can speak English well but he sometimes prefers to write in his mother-tongue on his social media page.</p> <p data-bbox="643 722 1458 1251">Slider creates accounts in every new technology tool he hears about. However, not all his accounts are active. Mostly, he is active in social media accounts where he has more friends to communicate with. Slider believes that there is no need to write about personal life in social media. He always likes to comment and expresses his ideas on his friends' posts. Slider communicates with his family members and friends through social media. However, he believes social media cannot take the place of face-to-face communication in the real world. When he posts in his page, he expects feedback from his friends because he likes to find out about others' opinions. He likes to share knowledge via social media tools.</p> <p data-bbox="643 1325 1458 1755">Slider has been the administrator for his library's social media pages because of his passion and familiarity with social media. He is always concerned about posting information in a very correct and in polite way in his official social media page. Therefore, he usually prefers to wait for his superior or other library managers to post or comment in the library page. He considers updating social media pages to be very serious and challenging when he is obliged to do so by managers. When there are no tasks on social media, he would not be very active in the library's official page.</p>

Table 5.5: Meet the Personas: Shuffler



Personas	Fictitious descriptions
<p>Shuffler</p>  <p>A senior librarian and holds a Masters degree. She has worked in the library for more than 15 years. (Represents seven librarians)</p>	<p>Shuffler is the department head of user education division. She is serious and responsible in her library duties. However, she is not very techno savvy. Sometimes it can be seen that she is interested and likes to learn about new technological tools because it is fashionable. However, it takes a long time for her to implement new tools and replace traditional ones. In her personal and professional tasks, she seems to be self-motivated, very active and continues to perform her work well. She often likes to suggest new technologies to other library staff. She prefers to be an observer or manager instead of self-implementing social media applications. Shuffler is very conservative and does not show her real personality easily.</p> <p>Shuffler created her personal page when social media became very popular and trendy. She created accounts in only one or two social media tools, which are most popularly used. However, her curiosity leads her to open an account in other social media platforms as well. Although she can communicate well in English, she prefers to write in her national language. Shuffler posts materials in social media pages once in a month. She usually likes to read other pages instead of creating, posting or even commenting. She believes that social media is time-consuming and if she wants to communicate or talk with someone, she prefers to call directly instead of communicating through social media tools.</p> <p>When it comes to the use and application of social media tools in library services, she usually asks her staff or other librarians to apply technology and she will act as an observer. She, however, monitors her staff well and always chooses the right person to do a particular task. In fact, she takes up new ideas very fast and tries to implement it in the best way. So it is not surprising to see that she has been awarded for her new ideas, relating to technology application in the library. Whenever she hears about new library applications, she shows her eagerness and always says she and her library plan to exploit it in future.</p>

Table 5.6: Meet the Personas: Starter

Personas	Fictitious descriptions
<p>Starter</p>  <p>Holds a bachelor degree. She is a department head and has worked more than 20 years (Represents two librarians)</p>	<p>Starter is the department head of a division in an academic library. She is very approachable and is willing to share any information regarding the library and its services. She speaks English very well because she grew up in the old education system when Malaysian children went to English-medium schools. She is very responsible in her library duties. However, she confesses that when it comes to new library technology and ICT tools, she finds it hard to accept and adopt technology. Even in conversation, she does not show any interest in hearing or discussing about new technology. Starter expressed that she prefers to use paper instead of computers and even when she wants to read something, she prefers to print it out first rather than read it online.</p> <p>Among all kinds of social media tools, the only tool, which she might use is YouTube. Because she can follow her interests and watch films on the subjects she likes. She likes to watch instructional cooking videos or listen to traditional songs via YouTube. She has not created an account on any social media platform and even if she had, she was forced to do so by family or friends. Starter expresses that she does not have extra time to use these tools.</p> <p>She uses the technology in her work place if it is an obligation. Otherwise, she does not like to sit and use the computer for long periods of time. She prefers to participate in work that incorporate face-to-face communication with patrons instead of via virtual interaction. She believes that social media is just for fun and cannot be used for professionally. Starter sometimes checks the official page of the library. However, she would never answer any questions and would ask other librarians to do so. Although she expresses that she is not computer savvy, she makes a commitment to answer students' enquiry by e-mail promptly. If she finds interesting information and would like to share it, she prefers to send it via e-mail.</p>

Unfamiliarity with social media has been previously mentioned as one of the reasons that deter librarians from adopting the technology. Librarians prefer to self-explore or receive training on how to use social media. Also, lack of awareness was known as deterrents for librarians to use social media. The following section describes the differences among librarians in terms of awareness, practices and motivations.

5.1.1 Librarians' Awareness

Awareness in current study refers to positions of knowledge or skills for accessing or using available resources (Rehman & Ramzy, 2004). All librarians in this study showed that they are aware of application of social media in libraries due to the spread of their use in Malaysian libraries. However, librarians became familiar with and informed about social media in different ways. Some librarians were highly aware of the concept of social media and this illustrates that they were familiar with all social media tools, while others only learned about social media when it became a trend and are only familiar with one or two social media tool(s). Below are librarians' verbatim statements that show how their awareness determines the personas into which they were grouped.

a) **Skaters' awareness.** One of the key similarities amongst the librarians that represent the skater persona is their high awareness. The skater has a strong awareness about the importance of taking social media opportunities. Therefore, within the Skater's narrative, the researcher summarized this specific persona's need as follows: Skater is a very active user of her Facebook page and she created her personal page when Facebook was introduced. Skater accepts requests for inclusion by friends her in social media very easily and would posts anything she likes about her personal life and interests on her wall . . . the first time she heard about social media was when these tools was introduced for library

services in an international conference (6 years ago). She not only decided to create a Facebook page for the library, but also encouraged her subordinates and peers to make use of these new tools personally and professionally. She is very active and is passionate about inviting others to benefit from social media tools.

Some verbatim statements of librarians that embodied skaters' awareness are as follows:

“I am okay with this [social media] because I am familiar with these tools. I was an academician before, these are things we encourage our students to use. I am very familiar with Web 2.0 tools so when one of my colleagues proposed [sic], I easily adopt”. (Emma, interview 1, January 16, 2012, line 127)

“I remember when, but our library started quite early. I think we were the first library in Malaysia to set up a Facebook page and then followed by other universities. I advocate social media”. (Morgan, interview 1, January 5, 2012, line 17)

“I heard about it [social media] maybe around 5 or 6 years ago. At that time people used MySpace, Friendster, but I am active in blogging because I am [a] librarian and I think librarians should contribute to social media, especially open source. Giving information for free, but with more authoritative facts”.. (Harry, interview 1, February 13, 2012, line 7)

“I created our [library] blog 10 years ago and tried to send e-mail to all librarians that we [library] want to share ideas within a library blog. It was a great task at that time, but it was still a small contribution from librarians. We still ask for contribution, but it is not easy”. (Harold, interview 1, February 27, 2012, line 52)

b) *Sliders' awareness*. The slider is steadily aware of social media because he is part of the younger generation of librarians, who always follow trends. He usually becomes informed about social media applications from friends and colleagues, and try to use it to keep up with the social media trend. Therefore, he has many social media accounts. The following verbatim statements from sliders show more about their awareness.

“Social media is in trend now, most of my friends use it, I use it too . . . for the library we use it actually to be more interactive. The communication between librarians and students is very important to show that we use technology to get along with them”. (Fred, interview 1, January 10, 2012, line 28)

“When Facebook was introduced to the world, I also wanted to use it because before that we have Friendster, MySpace. It is one form of social media as well as to me, anything interactive is social media”. (Hania, interview 1, February 6, 2012, line 4)

I found that many libraries use Web 2.0 and then I become familiar with Facebook from my classmates because most of my classmates have Facebook accounts. So in 2008, I started using Facebook and I found it interesting”. (Jimmy, interview 1, February 17, 2012, line 5)

“. . . I am familiar with social media and before I had used Friendster, MySpace, because most of my friends had accounts. Now I have a Facebook, blog, and Twitter”(Sofi, interview 1, March 1, 2012, line 4)

c) *Shufflers' awareness.* The shuffler is an approachable librarian who gets informed about new technology and social media application very easily from her colleagues. During this study the shuffler shows that she is aware of social media as the current trend.

“For [the] application of new technology tools, since we know about the importance of these tools, we try to adopt, but we cannot adopt 100% because the environment is different. . . . Actually we [library] use only one application [which is] Facebook. But we plan to use other application [sic] in the future”. (Shawn, interview, March 7, 2012, line 16)

“I created an account, when we had a social media course in-house. . . . It was in 2010, and we took so many pictures so they [the organizer] said, if you want to see [the] pictures, you can access it on Facebook. So I created an account to see the photos. After that, I posted some of my pictures. But after a while, I stop [sic] . . . you know I don't have much time to post anything”. (Ayla, interview 1, February 20, 2012, line 17)

“I only use Facebook and have an account in Facebook because one of my friend [sic] send [sic] me an invitation. So I started to use it in 2009 but I am not very active. I just read information in my friend's page. (Matthew, interview 1, February 17, 2012, line 4)

d) *Starters' awareness.* The starter is usually an older librarian and who is very experienced. She is aware of social media because her family members and staff work with these tools. However, she believes social media is time-consuming and not a useful tool. Sometimes, she does not like to talk about these tools.

“I even do not have my personal Facebook [page] as well. I am not really a computer person but I do answer library queries in e-mail so if any students have any problem [sic] and e-mail me, I will answer their questions”. (Kathrin, interview 1, April 9, 2012, line 14)

“I heard about social media but I am not involved in it”. (Jennifer, interview 1, January 19, 2012, line 4)

The starter has limited knowledge about social media and due to this lack of knowledge she has less ways to connect with users through social media tools.

5.1.2 Librarians' Practices

Librarians utilized social media in different ways in the workplace. For example, the skaters, who have a passion for social media and any other new technology tools, tried to update their social media pages hourly. They use the social media at night and on weekends. On the other hand, sliders utilized social media when asked to do so by their managers and superiors. However, they like to post and communicate through social media. Another persona, the shufflers, creates a social media account for their library although they are very slow in updating it. They are usually active using one social media tool and admit to planning the use of other tools in the future. The last persona in the study called the starters, do not wish to use social media professionally or personally. In the following

section, the verbatim statements and quotes from librarians regarding their social media practices are presented.

a) Skaters' practices. The skaters are major users of Web 2.0 technologies, and would quickly seize the chance to take social media presence opportunities. In this study, skaters tried to introduce and encourage other librarians to implement social media page.

“I remember [I] put forward a proposal to show our existence in social media so we choose several platform one of them Facebook, twitter, flicker, YouTube and delicious”. (Morgan, interview 1, January 5, 2012, line 22)

“... For me there are different kinds of users and some prefer to view audio-visual, so to capture or cater for this kind of user, so [we] have to know what kind of tool they like. So I introduced YouTube channel. So what we did was we created a video, just a simple video, I think around 5 minutes, which showed our services, for example, our classes on information literacy, on using endnotes, and accessing e-journal portal”. (Harry, focus group A, July 30, 2012, line 48)

b) Sliders' practices. Since most sliders are administrators of social media in their libraries, they implement and use social media in the workplace, but lack momentum in practice. The sliders' verbatim statements show that they move steadily, but without consistency, due to lack of motivation, deterrents, or particular concerns about social media.

“Social media is in trend now, most of my friends use it, I use it too, but I feel a little weird when I communicate in [the] library official page. I have to be polite with them [users], be careful with what I write. [I] Need to make sure anything I

post is positive, not bias [sic], something sweet . . .”. (Fred, interview 1, January 10, 2012, line 28)

“I think each department has [social media pages] but the information is different about each department. So our Facebook is about our collection actually [and] it’s not just me who put this information, but mostly our boss also put . . . so I just create this page, then we share the information la . . . and we do it together”. (Helena, interview 2, June 6, 2012, line 26)

On the other hand it appears that if the sliders were not administrators, they would not have the will to post in the official page of the library. They would however, post information related to the library on their personal page.

“Since I am in reference services, I think social network is very a good medium to share the information. Sometimes I put information about reference [sic] in my personal status. Something like our service, . . . I am not an admin so I just have my own account. So I don't care if it is personal or work-related. So I like to share. So I share with students and friends”. (Sofi, interview 1, March 1, 2012, line 29)

c) *Shufflers’ practices.* The shufflers adapt to social media very gradually and are slow in adopting in practice. They always postpone using social media and procrastinate by claiming that they plan to use it. The only social media site that shufflers use is Facebook. However, they plan to use other kinds of tools in the future. Shufflers started using Facebook only after it became a trend. Examples of responses from some shufflers are as follows:

“For [the] application of new technology tools, since we know about the importance of these tools, we try to adopt, but we cannot adopt 100% because the environment is different. . . . Actually we [library] use only one application [which is] Facebook. But we plan to use other application [sic] in the future”. (Shawn, interview 2, June 1, 2012, line 16)

“Actually using the Facebook is better than other tool [sic] because everybody update [sic] their status. Everyday [they] open their Facebook . . . But I think it takes time to implement Facebook properly in [our] profession. Because we should manage and see what [we are] doing and then tell other people what we are doing”. (Rose, interview 2, May 17, 2012, line 11)

“Actually the committee members have lots of ideas. As we said, we are experimenting and we thought maybe in [the] future we can make small and simple steps to make it actually work. Maybe we use one tool first and see how it works and how it improves, and then we choose only two or three tools that we keep complete and encourage others to join”. (Lina, focus group A, July 30, 2012, line 127)

d) Starters' practices. Starters hardly implement social media in the workplace because they do not support the notion that social media is a necessary tool in the library. However, they show interest in other forms of communication, such as e-mails.

“I think there would be someone [some people] who like to share something in social media. I am 50\50 . . . that means, I do not like to be involved, but if they ask

me to do it, I will only answer the questions”. (Jennifer, interview 1, January 19, 2012, line 24)

“Personally I never go to Facebook or if I have time and go, I will just go and give it a quick view”. I am not really a computer person but I do answer library queries in e-mail so if any students have any problem [sic] and e-mail me, I will answer their questions”. (Kathrin, interview 1, April 1, 2012, line 14)

5.1.3 Librarians’ Readiness

Readiness is the result of awareness and practice. This means that when librarians are aware of social media and utilize it, they will know how to approach it in practice and are ready to use social media tools. The participants of this study showed their readiness in using these tools. Only two librarians were not prepared to use technological tools and needed more motivation and encouragement. This section shows how different groups of librarians demonstrated their readiness in using social media tools through quotes and verbatim statements.

a) Skaters’ readiness. Skaters are well-seasoned in using social media and display more interest in creating a social media presence for the library. Skaters are ready enough to implement social media in both their professional and personal lives. They would encourage and motivate other librarians to benefit from new technological tools. Skaters' verbatim statements show that they do not need any motivation to use social media and will use it continuously. Skaters mentioned almost all of the gratifications exposed in this study. In order to better represent the number of times each gratification was mentioned by librarians, the word cloud is

used. The word cloud is a Web 2.0 application, which is used to present the frequency of the librarians' readiness. The software that is used for creating the cloud is Wordle and the themes emerged from the study, when the frequency of each mentioned word was counted. Therefore, the more frequent librarians talk about a particular theme, the larger is its representation in the word cloud (Figure 4.10). The word cloud below illustrates the gratifications mentioned by skaters.



Figure 5.1: Word Cloud Showing Skaters' Major and Minor Gratifications from the Use of Social Media.

The representation in the word cloud shows that seven types of gratifications were acknowledged by skaters in this study. Conversation is the dominant theme, which emerged as giving the most gratification among librarians. The obstacles stated by skaters were related to personal concerns, including lack of scholarly content and not having a person committed to update the social media content.

b) *Sliders' readiness.* Sliders are competent and capable of delivering library services through social media because they are aware of social media and technological tools. However, they lack commitment and sustainability. The most significant deterrent mentioned by sliders several times during the interview and focus groups sessions, was job responsibility. This means that sliders do what their managers and senior librarians dictate them to do. So most sliders in the current study are junior librarians. If their managers do not require the use of social media, they would not be interested in it or use it constantly. The gratifications voiced out by the sliders are presented in the following word cloud (Figure 4.11).



Figure 5.2: Word Cloud Showing Sliders' Major and Minor Gratifications from the Use of Social Media.

The themes inferring gratification mentioned most by sliders were current-awareness, conversation, information-need, and asynchronicity. However, unlike the skaters, librarians with the slider persona spoke about many workplace obstacles that prevented the proper implementation of social media. The only category that

sliders did not talk about was “familiarity with new technology” because findings from the interviews and focus groups show that sliders have a good sense of familiarity with social media applications.

c) *Shufflers’ readiness.* Shufflers demonstrated a fair amount of readiness in social media uptake in the library. However, these librarians are very slow in implementing new tools and always postpone doing so. The shufflers also ask other library staff to implement these new tools. Although shufflers talked about obstacles and deterrents more than motivations, their obstacles were not very serious. This might imply that that if they had more motivation, they would more likely implement social media professionally.



Figure 5.3: Word Cloud Showing Shufflers’ Major and Minor Gratifications from the Use of Social Media.

Figure 4.12 shows the shufflers mentioning four main motivations in using social media. Awareness and information-need were recognized as giving greater gratifications compared to relationship and conversation. Similar to sliders, shufflers did not acknowledge authority as a significant deterrent because most of them were senior librarians or heads of library departments.

d) Starters' readiness. Starters showcase an interesting issue relating to libraries' social media application. They significantly use e-mail as the preferred mode of communication. It is conceivable that they might redirect their efforts by using social media to communicate with library patrons. Starters do not hold any social media accounts and dislike talking about social media tools. Often, librarians with this persona are not ready to use social media tools for professional purposes without any motivation or training. Starters did not mention any gratifications in using social media during the focus group and interview sessions, but did indicate the obstacles.

None of the starters recognized any gratifications in the use of social media. However, compared to other librarians, the number of obstacles mentioned by starters was less. This situation may have arisen simply due to the starters' lack of social media use, and therefore, they could not easily identify deterrents that could affect its use.

5.2 Summary of Chapter Five

The results of this study yielded "personas" describing different classes of academic librarians in social media uptake, which can be used to guide library management in designing social media library services that facilitate increased participation among their library staff. The personas are Skater, Slider, Shuffler and Starter. Only skater is very well versed in social media and displays more interest in creating social media presence for the library. Perhaps most encouraging for library management in the personas is that each does indeed express awareness with social media tools and how Web 2.0 technology can be used to enhance library services. However, some librarians such as Skater could motivate and

encourage other librarians to implement social media in library services especially if they were have managerial position in organization.

CHAPTER SIX

DISCUSSION AND CONCLUSION

6.0 Introduction

This chapter summarizes the findings of the current study based on the research questions posed and presents a discussion of the results. It draws conclusion from the results and discusses the limitations and the significance of the study. At the end of the chapter, the research contributions and recommendations for future studies are described.

The purpose of this research was to understand the awareness, practices and motivations of Malaysian academic librarians using social media. This study used the theoretical lens of uses and gratifications in order to realize the following objectives:

- a) To examine academic librarians' usage of social media in Malaysia and the reasons for this behavior.
- b) To understand the gratifications obtained from creating a social media presence among academic librarians.
- c) To model academic librarians' social media presence in terms of awareness, current practices and motivation.

In order to address these research objectives, four research questions were posed:

- a) What is the prevalence of social media presence in the academic libraries where the librarians are affiliated to?

- b) How has social media fulfilled gratification in terms of personal and professional use among academic librarians?
- c) What are the conditions that deter the academic librarians from participating in social media?
- d) How would academic librarians see themselves making use of social media based on their awareness, current practices and motivations?

This study used the case study method and three academic libraries (identified as library A, B and C) in the Klang Valley area in Kuala Lumpur, Malaysia were chosen as the case boundary. The study adopted a qualitative approach and implemented two main techniques for data gathering: a) face-to-face interviews, and b) three focus group interviews with 26 academic librarians. In addition, the social media pages of these libraries have been observed and analyzed in order to better understand librarians' social media presence. Finally, the findings of this study are discussed and compared with others in order to illustrate the awareness, practices and motivations of academic librarians using social media in their library services.

6.1 Answering the Research Questions

6.1.1 Research Question One: What is the Prevalence of Social Media Presence in Malaysian Academic Libraries?

In order to illustrate the prevalence of social media usage, the study used Kaplan and Haenlein's (2010) categorization of social media and their respective technologies: a) collaborative projects (e.g. Wikipedia), b) blogs and microblogs (e.g. Twitter) c) content

communities (e.g. YouTube and Flickr), d) social networking sites (e.g. Facebook),e) virtual games (e.g. high school library game and the librarian free online game from FUPA), and f) virtual social worlds (e.g. Second Life). Findings from focus groups and interview sessions, corroborated with observations from the contents of library's social mediapages, to indicate at least three types of social media applications used by the librarians. These are a) blogs and microblogs b) content communities, and c) social networking sites (SNS). Only library C has made a presence in all three types. Social networks remained the most popular and Facebook was exploited by all libraries observed. The periods of time in which each library began using different social media tools are depicted in Figure 5.1, indicating that library C was the early adopter. Rogers (1962) indicated that in general, early adopters require a shorter adoption period (adoption process) when compared to late adopters. This might explain why library C embarked on different types of technologies much earlier than the other libraries.

Social networking	Content Communities	Micro Blogging		Social Bookmarking
Library C (Facebook, 2008) Library B (Facebook, 2010) Library A (Facebook, 2011)	Library A (Youtube, 2010)	Library C (Weblog, 2008)	Library A (Twitter, 2010) Library C (Twitter, 2013)	Library C (delicious, 2010)




Figure 6.1: Types of Social Media Used by the Three Academic Libraries.

During the early stages of social media establishment, libraries tend to use blogs and RSS compared to other social media tools (Chew, 2009; Harinarayana & Raju, 2010; Shoniwa & Hall, 2007; Tripathi & Kumar, 2010). For example, Tripathi and Kumar (2010) found that RSS, blogs and instant messaging (IM), were mostly used in academic libraries in Australia, UK and the USA.

However, after 2008, due to the popularity of social networking tools, fewer users communicated with libraries using blogs and RSS and began to interact with librarians more actively via Facebook and Twitter (Loudon & Hall, 2011). Torres-Salinas et al. (2011) in their study mentioned that the reason blogs, RSS and other social media tools have lost their prominence is due to the emergence of Facebook and Twitter in recent years. This result is consistent with a recent study by Chu and Du (2012), which explored the application of social networking sites among academic libraries in Asia, America and Europe. The result of their study indicated that Facebook and Twitter were used more than other tools.

In Malaysia the study by Ayu and Abrizah (2011) showed that social networking sites (e.g. Facebook) are very popular among Malaysians. According to the statistic mentioned in their study, 38.51% of Malaysia's total population were using Facebook. The result of previous studies also found that students used Facebook more than 50% of the time compared to other social media platforms (Pempek, Yermolayeva & Calvert, 2009; Quan-Haase & Young, 2010).

Librarians sampled in this study also believed that Facebook could be a very good portal for social interaction with library users. There was a growth in the employment of Facebook among the librarians and interest in Twitter and YouTube was low.

It is clear from the findings that libraries neglect one type of social media in favor of other tools that better suit their aims and needs. The libraries are not using photo sharing tools and virtual worlds. The result of the study by Ram and Kataria (2011) in India also showed that library users have less awareness of social bookmarking and Twitter compared to social networking tools such as Facebook and blogs.

In conclusion, it is apparent that libraries did not adopt a wide range of social media tools into their communication repertoire of library services. Therefore, the application of social media in academic libraries is not very diverse and less prevalent.

6.1.2 Research Question Two: How has Social Media Fulfilled Gratification in Terms of Personal and Professional Use among Academic Librarians?

Social media practices have fulfilled seven personal and seven professional gratifications, which were presented in a honeycomb model. The personal gratifications included presence, communication, follow interest, self-education, information sharing, entertainment and groups (Figure 4.8). Other researches to date have tended to focus on personal gratifications rather than professional gratifications. The professional gratifications of librarians were also categorized into seven themes, which comprised; presence, synchronicity, information needs, groups, current awareness, conversation and relationship (Figure 4.9).

6.1.2.1 Personal Gratifications from Social Media Use

The results of how social media fulfills specific personal gratifications indicated that librarians apply social networking sites (SNS) for seven main gratifications which comprised presence, communication, follow interest, self-education, information sharing, entertainment and groups. However, only three gratifications were consistent with previous studies on social media in the library setting. Earlier researches mostly mentioned sharing information, communicating with family and friends, fast and easy, and relaxing and releasing feelings as main reasons librarians use social media. These feelings and conditions are comparable with themes that have emerged in the current study such as a) entertainment, b) information sharing, and c) communication.

a) *Entertainment.* Entertainment refers to how users use social media for enjoyment and relaxation. It has been frequently mentioned as a specific reason for using social media, in previous studies. Luo (2008) tried to understand specific gratifications and reasons for Second Life usage among reference librarians. The results showed that enjoyment, chatting, communication and finding jobs were remarked as the reasons for librarians use of Second life (Luo, 2008). This result was consistent with the study by Lin and Lu (2011), which found that the motivation for academics using social networking tools was enjoyment. Alothman (2013) in his master thesis also wrote that entertainment was one of the motivations for Saudis to use social media because they consider it as anecdotes for their daily life. Moreover, they use it to guide them when they have discussions or arguments with others.

In this study, librarians showed that they were very conservative in their use of social media, which was mainly for entertainment and enjoyment. This was because the use of social media sites especially Facebook, were restricted in universities, which prohibits its use during office hours. Even library management interdicts Facebook use amongst library staff. Therefore, during interview sessions, most librarians did not talk openly about how and why they use social media for entertainment. The abandonment of social media use because of the fear that staff might use it for entertainment is not a new issue in libraries. Chu and Du (2012) also mentioned in their study that social media was abandoned in the university they were investigating.

b) *Information sharing.* Information sharing refers to the distribution and sharing of information among librarians in terms of photos, updating their status and so on. This theme was commonly mentioned in previous studies. For instance, Jahan and Ahmed (2012) observed that social networking tools were used for sharing information among classmates and teachers. Also, Chu and Du (2012) who investigated the social networking application in academic libraries revealed that the reason for using social network application was knowledge sharing among library staff. In the current study, librarians stated that they use Facebook to “get information about their friends.” It can also reduce the time spent to share information and news among friends.

It is important to note that, most of the studies in the library field discussed information sharing as a motivation and reason for professional social media use, which is consistent with professional gratifications in the current study. However, since librarians noted their

satisfaction of social media is to communicate with friends and family, the researcher labeled this theme as personal gratifications for librarians using social media.

c) Communication. Communication has been a major gratification and is an important reason why people use social media in several studies (Cheung, Chiu & Lee, 2011; Dunne, Lawlor & Rowley, 2010; Joinson, 2008; Nielsen, 2009; Tazghini & Siedlecki, 2013).

In the current study, the verbatim statements of librarians were consistent with the other studies and it is apparent that librarians use social media to keep in touch with families and friends, because it is easier to communicate with distant friends and families, and reconnect with old friends. This gratification was also found in a study by Tazghini & Siedlecki (2013) who explored the positive and negative points of people's behavior when using Facebook.

Many years back, Joinson (2008) investigated the Facebook gratification among students. Among several reasons mentioned by 217 students, was the significant gratification obtained from being able to communicate and undertake social monitoring.

However, for the librarians, the ease of being able to communicate, reach out to students and create conversation with their users were mentioned as the professional reason for using social media. It is further explained in following section.

6.1.2.2 Professional Gratifications from Social Media Use

In this study, the librarians talked about their motivations and reasons for using social media. Through their verbatim statements, the professional gratifications mentioned are as follows:

- a) making library presence in the social media environment,
- b) reaching out to students and making new relationships,
- c) creating conversations with students,
- d) answering users' queries synchronously,
- e) catering to the information needs of users,
- f) creating groups among librarians, and
- g) facilitating current awareness.

In order to depict suitable schemes for professional use, the findings from each of these sub-themes were compared with previous studies on social media and its uses and gratification. The results were presented in the form of a honeycomb model with seven building blocks. Each block represented a professional gratification obtained from the use of social media, based on librarians' verbatim statements. Kietzmann et al. (2011) also used this framework to illustrate social media user experiences in institutions and businesses. The result of their study includes seven blocks namely: identity, sharing, reputation, relationship, groups, conversation and presence. When compared with the current study, Kietzmann et al.'s (2010) finding showed that four facets: relationship, conversation, groups and presence, were comparable. Other gratifications of librarians, such as information needs, synchronicity of communication with users and current awareness related to library professionals, also emerged from this study. Descriptive comparisons between the

gratification that emerged in the current study with motivations uncovered from previous studies are highlighted below:

a) Presence. Presence refers to the extent to which librarians try to be where the users are. Librarians in this study felt that since social media application is a trend and every student has an account in social media, they have to show their existence to be where the students are. This finding is consistent and has been noted by a previous study by Dickson and Holley (2010), who discussed the reasons for social networking application in American academic libraries, and the serious users of social networking sites among college students. In another study, Holmberg et al. (2009) mentioned that libraries and librarians began to discuss about Web 2.0 and social media applications soon after this term was coined in 2005, because they wanted to make and show their presence among the users and to adopt behaviors which other users have started to embrace in their everyday lives. The previous studies echoed the librarians' concerns about following the trend and trying to adopt the latest technology tools in order to cater for their users' needs (Bradley, 2007).

Librarians and information specialists in this study constantly talked about how they felt gratified when they were able to build relationships with their target users by showing their presence and reaching out via social media tools.

b) Relationship. The next theme that emerged from librarians' verbatim statements in this study is relationship. Relationship represents the extent to which librarians reach out to users. This theme has been mentioned as one of the main aims of creating social media applications in many studies (Chu & Du, 2012; Dickson

&Holley, 2010; Kim & Abbas, 2010). For example, Kim and Abbas (2010) explored the functionality and adoption of Library 2.0 in academic libraries through a knowledge management perspective. The result of the study showed that 73% of academic libraries use RSS and other social media tools to reach out to users. In a similar study, Dickson and Holley (2010) examined the social networking site application in American academic libraries and found that, since social networking tools was used heavily by students; libraries were advised to implement it in order to reach out to their target users.

On the other hand, while most studies have suggested the application of social media tools such as Facebook and Twitter to satisfactorily reach target users, the study by Erdman (2008) offered contradictory findings, noting that Second Life was not suitable for library outreach since it is not popular compare to social networking tools.

c) **Conversation.** Conversation is comparable to the communication theme under personal gratifications and refers to the extent to which librarians communicate with users and each other. However, the implications of this theme is inconsistent with communication theme under personal gratification because librarians talked more about professional gratifications, relating to library services such as answering users' queries and reference services. The reason is that, users nowadays, look for information on the internet as well as take part in conversations to share and produce their own information (Nielsen, 2009). Also, the application of instant messaging in different social media tools cause libraries to explore and investigate the different application of these tools (Desai & Graves, 2006; Foley, 2002).

However, some studies have indicated that conversations are different in various social media tools and librarians should be aware of these methods of communication (Connell, 2009). For example, the communication in Wiki is not similar to instant messaging, which enables librarians and users to communicate synchronously.

Wiki can be used to create, capture, share and transfer knowledge (Chu, 2008), and librarians expressed their satisfaction using Wikis because it is a participatory platform in which they can discuss with users (Chu & Du, 2012).

d) Synchronicity. Synchronicity represents the extent to which librarians interact in real time and concurrently with students. One of the main functionalities of Web 2.0 and social media is fast and easy interactivity. Librarians in previous studies have highlighted this feature as one of the important reasons which gratifies and encourages them to use social media in their library services (Chu & Du, 2012).

Web 2.0 provides opportunities to collaborate and have instant communication both synchronously and asynchronously. In the library context, this refers to instantaneous communication with students and peers. This perception is in agreement with Brevik (2006) who commented that, "Library 2.0 is the natural evolution of library services to a level where the library user is in control of how and when she gets access to the services she needs and wants" (Brevik 2006, cited in Homberg et al. 2009, p.670) The interactivity of Library 2.0 was also pointed out by Homberg et al. (2009). The result of the study by Connell (2009) who investigated students' perspective of using MySpace and Facebook to

communicate with librarians proposed that, they like communication with social networking sites because they can receive instant and fast response from librarians.

Khan and Bhatti (2012) who explored the application of social media in Pakistan is in agreement with the current finding. They noted that librarians and LIS professionals in Pakistan believed that social media tools are suitable for knowledge sharing and distant education (Khan & Bhatti, 2012).

e) Information needs. Information needs is the extent to which librarians address and fulfill users' information needs. Web technology has drastically changed the concept of information. It has affected libraries and information centers because it connects people to each other and allows almost any information to be shared, changed and created. Librarians in this study claimed that they were satisfied and gratified when they could share information with users and fulfill users' information needs.

The importance of users' information needs was emphasized in other studies. For example, a study by Bhatt, Chandra and Denick (2009) introduced the use of Web 2.0 as a tool that provided information awareness among students and discussed how different social media tools can fulfill specific users' information needs. Also, Quan-Haase and Young (2010) compared the satisfaction obtained from different social media tools and proposed that the information obtained from social networking is more than from other tools such as instant messaging.

f) Group. Group represents the extent to which librarians ordered or formed communication in groups. Librarians in this study explained that the reasons they joined a group were to communicate with other peers, and discuss problems and issues related to their job and work. For example, the librarians indicated that group discussions could be very efficient for the cataloging and acquisition department, in order to discuss with expert librarians on ways to catalogue specific books or to receive good suggestions on helpful library materials. Similarly, Jahan and Ahmed (2012) conducted a survey, which investigated students' perception of academic use of social media in Bangladesh. They found that students liked to join groups because they can communicate with other students, participate in online discussions, and gain access to courses and other materials. Also, they mentioned that social media provided the possibility for students to be independent when undertaking self-exploratory work, and seeking and exchanging ideas in their own social network community.

Another possible explanation for this theme was given by Chu and Du (2012), who noted that, librarians' found it advantageous to use social network communities when they wish to communicate with colleagues, to answer users' enquires, and provide answers more effectively.

The evidence of these findings confirmed that group gratification can be practical and important for all library divisions such as reference services, cataloging and acquisitions (Chu & Du, 2012).

g) *Current awareness.* Current awareness describes the extent to which librarians educate users and market new services. This has been one of the anticipated findings in this social media motivation study because it appears constantly in previous studies (Baro, Ebiagbe & Godfrey, 2013; Charnigo & Barnett-Ellis, 2013; Loudon & Hall, 2011).

One of the significant reasons to implement social media is to draw people to the website and to use the website to promote services through social media. A Web 2.0 application requires neither much cost nor technical knowledge. Therefore, Library 2.0 has been introduced with low prices into the library setting to promote and market library services (Zheng & Wang, 2009). Librarians in this study discussed about current awareness through different verbatim statements such as announcing library news or events, promoting library materials and services, educating library users and marketing library services. A study by Charnigo and Barnett-Ellis (2013), found that librarians in the surveyed study preferred to use Facebook to promote library events and create an online book club for students.

Promoting library services in the form of exhibitions, talks, seminars or workshops, training courses, as well as dissemination of information and news was consistent with the findings of Chu and Du (2012).

Generally, the findings of librarians' gratifications showed that professional and personal gratifications such as communication, presence and information sharing are under both types of gratifications. However, the librarians in the current study gave slightly more importance to professional gratifications.

The theoretical lens of uses and gratifications theory used in this study also helped illustrate the types of personal and professional satisfactions librarians obtained when applying social media technologies. Furthermore, these gratifications are expected to lead to continued intention to use new technology.

Besides the gratifications expressed, most librarians also disclosed barriers and deterrents as reasons for not fully exploiting social media in their services. The third research question of the study will discuss the types of deterrents, which librarians and other users faced when using social media in different studies.

6.1.3 Research Question Three: What are the Conditions that Deter Academic Librarians from Participating in Social Media?

After comparing and analyzing the verbatim statements collected in this study, nine conditions emerged, which deterred librarians' application of social media. These conditions include, lack of time, level of authority, familiarity with social media, existing technology, job function, social media policy, language, scholarly content and commitment. However, after refining the themes, some conditions could be placed under one category, resulting in four main themes: a) workflow obstacles, b) Organizational obstacles, c) technology obstacles, and d) personal obstacles.

Workflow obstacles encompass a situation such as "lack of time" in updating social media pages for libraries. Librarians reported not having the time to learn, plan, create and maintain their libraries' social media applications because of workloads.

Lack of time is consistent with the findings from the study by Chu and Du (2012), and seemed to be a common issue among librarians from 140 universities from Asia, North America and Europe. Librarians in those universities declared that the application of social media tools was challenging since they have limited time and inadequate staff to maintain these technology tools. This result also showed that librarians were not that serious in engaging themselves with social media and do not consider it their daily task. In a very recent study, Baro, Ebiagbe and Godfrey (2013) similarly showed that the deterrents for librarians in Nigeria for not using social media tools were their lack of time and lack of technological facilities. Since, time is a constant issue in maintaining library social media, most of the librarians agreed that there is a need to have a dedicated department or person to be in charge of keeping the library social media content up-to-date.

Among the deterrents encompassing organizational obstacles, which concur with earlier observations by Jones and O'Neill (2010), and Nguyen, Partridge and Edwards (2012), are the privacy, policy and cultural issues. However, in the current study, these three barriers were categorized under the organizational barriers theme, because librarians related these issues to libraries that did not have social media policies. Lack of social media policy corroborates the findings from previous work in this field (Baro, Ebiagbe & Godfrey, 2013; Si, Shi & Chen, 2011). According to Baro, Ebiagbe and Godfrey (2013), the barriers to the use of social media mentioned by librarians in Nigeria and South Africa were the lack of supported policy and plans, lack of time, lack of facilities such as bandwidth and lack of skills in using social media tools.

Si, Shi and Chen (2011) also concluded that the problem in social media application was related to the lack of a paradigm and set standard for the application of these tools. This can be generalized as a lack of social media policy and training in the application of technology tools. Moreover, users' information literacy and lack of suitable marketing strategies were also other challenges for social media applications.

Another subtheme and deterrent mentioned by librarians in this study were issues concerning level of authority, which has been categorized under organizational barriers. The librarians were of the opinion that since senior librarians are more knowledgeable and can better handle students' inquiries, they should be the ones authorized to decide on the content or messages that could be posted in social media pages. This theme was specifically found in the current study and in context to Malaysian academic libraries. There has been no evidence of such a barrier being mentioned in previous studies.

The third category of social media barrier as indicated by librarians is related to technology obstacles. The librarians believed that to use social media in their daily jobs, they needed to be familiar with the technology first. Secker (2008) also found that unfamiliarity with social media was a reason for librarians not adopting the technology. He suggested that librarians themselves have to self-explore or be trained to use social media. As technology becomes more advanced, libraries have more choices of systems and applications that they could use to enhance their services, and there should be strategies for librarians to stay up-to-date and current. However, for the librarians in this study, changing to and adopting new technologies is not very easy. The finding of Chu and Du (2012) also supported this finding because participants in their study noted that social media tools

were very technical and there was a need to learn and explore them more, before using them in the library. A participant in Chu and Du's study also mentioned that limited engagement in social media tools was due to a difficulty in understanding new technologies. These results are in agreement with Baro, Ebiagbe and Godfrey (2013) who found librarians needed special skills to use social media tools. Si, Shi and Chen (2011) also highlighted the importance of training librarians to use technology in order to trigger quicker uptake of social media tools.

The last barrier in this study is related to the personal characteristics of librarians and categorized under personal obstacles. This theme discusses that language barriers, scholarly content and commitment are found to be major personal issues for librarians that inhibit their use of social media in academic libraries in Malaysia. Previous studies have also mentioned personal obstacles as one of the barriers to social media application (Arif & Mahmood, 2012; Chu & Meulemans, 2008; Chu & Du, 2012). However, librarians in Malaysia are additionally bogged down with specific problems in language and writing scholarly content, which have not been previously mentioned in other studies. For example the studies by Chu and Meulemans (2008), Arif and Mahmood (2012), and Chu and Du (2012) suggested that improvement of personal skills such as computer expertise and the capacity to integrate different applications of social media into solutions, would result in better implementation of these technology tools in library services. However, in this the current study, these challenges have been categorized under technology obstacles.

Personality has been mentioned not only in social media studies but it has been an essential element in many studies, which relate to media and its application by certain

stakeholders. Therefore, in this study, the researcher tried to discover and illustrate librarians' awareness, current practices and readiness in using social media. The next research question will discuss and compare the results of this study with previous studies.

6.1.4 Research Question Four: How Would Academic Librarians See Themselves Making Use of Social Media in Terms of Awareness, Current Practices and Readiness?

One of the most significant current discussions in social media application especially in the educational and psychological fields is persona, which is how personality influences the use of technology such as social media. Cheung, Chiu and Lee(2011), surveyed Facebook users to understand why some individuals were more involved in Facebook than others and found that people who were less emotionally stable, spent more time on Facebook, while more emotionally stable individuals used social media to mainly keep up with their family. Also, some other personality factors such as openness, extroversion and conscientiousness have influence on the extent of social media usage. A study by Ryan and Xenos (2011) investigated students who were users or nonusers of Facebook and revealed that Facebook users tend to be more narcissistic and extroverted, less conscientious and socially lonely when compared to nonusers.

Although there is lack of research in library studies to profile and illustrate librarians' social media presence based on their personality, behavior and attributes, there are a number of scholars that suggest these aspects as significant reasons for the use or nonuse of social media technology tools (Arif & Mahmood, 2012; Chawner, 2008; Partridge, Lee & Munro, 2010).

This study does not only focus on personality and librarians' different behaviors, but also illustrates librarians' awareness, practices and motivations. Furthermore, this study applies uses and gratifications as its theoretical lens, in order to better represent how librarians use social media; especially their awareness, practices and readiness. The persona approach is widely used in human computer interaction studies as well as by organizations, to resolve wrong and biased expectations about their users, and simplify communication of the actual users' requirement (Norman, 2004; Pruitt & Adlin, 2010). The results of this study yielded four personas, which represents academic librarians' social media presence in terms of awareness, practices and readiness. They are the skaters, sliders, shufflers and starters, which were fully described in chapter four.

According to the findings, only skaters are very well versed in social media use, display more interest in creating social media presence for the library, are motivated and encouraged other librarians to implement social media in library services. This is especially true when they hold managerial positions in an organization. The most striking description of skater's persona was described well in the study by Partridge, Lee and Munro (2010), who emphasized on personality traits as one of the important attributes for becoming librarian 2.0. They indicated that librarian 2.0 should be creative, enthusiastic and inspirational. They also discussed that librarians in the Web 2.0 world should have an open mind and are willing to try new things. Also; they should be self-starters and have no fear of moving outside of their comfort zone.

On the other hand, shufflers are aware of social media applications but are slow in adopting it in practice or less committed when using social media. The barriers to social media

usage found in previous studies, were also indicated in this study (Chu & Du, 2012; Creighton, 2010; Secker, 2008).

6.2 Limitations of the Study

There are several limitations that emerged in this study. The first limitation is the time when each data collection took place, as social media in general, is prone to rapid change and development. Therefore, in the limited time allocated, the study fails to capture this. For example, the social media platforms, which librarians mentioned during interviews, were different from the ones mentioned in the focus group and member checking sessions, which were performed some months later.

Another limitation was in the sampling. Since, the numbers of participating librarians were only 26, the findings cannot be generalized. This is due to the nature of the qualitative study, which requires a controlled number of participants to cope with interviews and focus groups during the data collection phase. However, it is not the intent of qualitative study to generalize the findings (Bryman, 2012). As Bryman mentioned “when unstructured interviews are conducted with small number of individuals in a certain organization, it is impossible to know how the findings can be generalized to other settings” (Bryman, 2012, p. 391)

Also, the personas identified in this study may well provide a representation of the awareness and current practices of the participating academic librarians only and could not be guaranteed to represent all academic librarians in Malaysia.

It should be noted that twenty four sampled librarians out of twenty six were Malays and they may experience some form of language barrier during the study because their first language were not English. Therefore, they might not have expressed themselves freely and this may affected the richness of data. This is also reflected on some verbatim statements of participants when discussed how they find language as an obstacle in communicating with the users through social media pages as well (4.3.4 Personal Obstacles, page 153, Paragraph 4 and 5, line 15-22).

6.3 Significance of the Study

The contribution of this study is that it provides significant information on the use of social media, particularly in the context of academic libraries in research-focused universities in Malaysia. Social media technology has become so pervasive in the lives of students in the younger generation, that it is simply expected that technologies such as Facebook, Twitter, Flickr, wikis and RSS would become a part of the students' learning and information seeking behavior. Therefore, it is important to understand how to best harness these technologies to enhance library service practices with creative, critical, collaborative and communicative capabilities. Previous studies reviewed (chapter 2), used the quantitative approach, which investigated different applications of these tools in libraries especially among developed countries. Studies that are empirical, that relates to a librarian's motivations and deterrents in creating social media presence in developing countries such as Malaysia could not be located. Therefore, there is a need to establish an overall view of innovative uses of social media in Malaysian academic libraries for capturing best practices and to apply that information. For this reason qualitative approach is more useful to understand and explain the meaning of phenomena in robust for this study.

Previous studies related to libraries' application of social media were not framed through a specific theoretical lens. The present study provides additional evidence with respect to social media applications in library services as it relates to librarians awareness, practices and gratifications. Also, previous studies that explored the reasons behind librarians' use of social media have focused more on the generalized and less specified reasons. This is the first attempt to study librarians' gratifications explored from both the personal and professional perspective.

Also, the current study introduced personas to better categorize librarians' similarities and differences in their social media awareness, current practices and readiness. The personas that were identified in this study provided an accurate representation of the awareness and current practices of academic librarians in creating social media presence, and may help to reshape the design of library services through social media. This theory is used in many organizations in order to resolve wrong and biased expectations about their users, and simplify communication of the actual users' requirements (Norman, 2004; Pruitt & Adlin, 2010).

6.4 Contribution of the Study

The finding from this study contributes to the current library and information science literature from the point of theory, method used and practice.

6.4.1 Theoretical Contribution

This study has extended the use of the uses and gratifications theory to identify librarians' uses and satisfactions for using social media. The uses and gratifications theory has been

used in the media context. However this study explores its application in the context of social media presence among academic librarians in Malaysia.

6.4.2 Methodological Contribution

This study uses personas as a unique and promising method to illustrate librarians practices and usage of social media tools. There is no study in social media, which profiles and illustrates people's behavior in the form of personas. Libraries could benefit from the personas introduced in this study to better select librarians who can seriously deliver library services through social media, and harness social media to create communities, increase readership and promote social inclusion. Also, libraries may be able to identify approachable librarians who can interact well with people and if given the motivation and appropriate training on the utilization of social networking sites, they can enhance the process of recognizing the library communities' needs and satisfy them.

6.4.3 Practical Contribution

This study illustrates librarians' social media practices in the form of four descriptions (personas). Therefore, in the future, by considering the practice of fictional persona, librarians can identify their personalities and personal practices in order to understand their presence in social media and in any other technological tool used in libraries, in terms of their awareness, practices and motivations.

6.5 Recommendations for Future Research

Based on the findings of this study and discussions presented above, the researcher suggests the following recommendations for research:

Future research could expand on the use of the honeycomb model to investigate librarians' practices in social media.

Since this study explores social media practices among librarians in research-intensive universities, future research could be extended to non-academic or non-research universities in order to understand the similarity and differences between librarians in different types of libraries.

- a) It might be interesting if different personas which emerged in the current study can be tested among librarians in different kinds of libraries to understand their personality and practices using any kind of new technology tools.
- b) Since, this study only focuses on librarians' gratifications using social media, it would be interesting to explore library users' gratifications and expectations using library social media page in order to compare it with the librarians' professional gratifications.

6.6 Conclusion

Social media allows libraries and users to communicate and interact in ways, which were never possible before. This can be challenging for librarians that do not know how to maintain a balance between their professional responsibilities and their interaction with the online community. This study uses the theoretical lens of uses and gratifications and

personifies librarians' social media presence in Malaysia, in order to help libraries better select librarians who are better suited for administrative work to deliver library services through social media and can harness social media to create communities, increase readership and promote social inclusion.

The results of this study show that librarians in Malaysian academic libraries have not adopted an extensive variety of social media library services. Therefore, it cannot be assumed that the applications of social media in academic libraries are prevalent. It seems that librarians' professional gratifications may be slightly more important or preferred in this current study. Also, some of the librarians' professional gratifications such as communication, presence and information sharing are intertwined with personal gratifications.

The study further concludes that the use of social media is challenged by workflow, technology, organizational and personal obstacles, which if properly addressed could improve the use of social media in library services. The personas presented in this study could help libraries select suitable librarians who can deliver library services through social media, hence increasing libraries' social inclusion and general outreach, while decreasing digital exclusion.

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List of Publications

Zohoorian-Fooladi, N. & Abrizah, A. (2012). *Exploration of uses and gratification of social media application among academic librarians in Malaysia: A preliminary study*. In A.Noorhidawati, et al. (Eds.). Proceedings of the 4th International Conference of Libraries, Information & Society, ICoLIS 2012 (pp. 157–168). Kuala Lumpur: Faculty of Computer Science and Information Technology, University of Malaya.

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APPENDIX A

Screen Capture of Interview Invitation E-mail

Ask for interview appointment  Inbox x   

 **Niusha Zohoorian** <niushazohourian@gmail.com>  1/10/12   
to hafeezah 

Dear Ms. .

Hi. I hope this e-mail will find you well. My name is Niusha Zohoorian Fooladi. I am PhD student in library and information science faculty of computer science and information technology in University of Malaya. My research topic is about **social media in academic library in Malaysia**. I already interviewed librarians in University of Malaya but because my context of study is all research libraries in Malaysia and UKM is one of academic university I am interested to talk with you. also you are Head of information Resource Development division and your information would be very useful for me. therefore, If you are agree I would be very thankful if you could set an appointment to see you . for more information kindly see the attach files. There are information about my research and consent form.

All The Best

...

APPENDIX B

Information Sheet



You are invited to participate in a research study on the Personifying the **Social Media Presence of Academic Librarians: A Uses and Gratifications Perspective**. The goal of this research study is to investigate the use and application of social media in academic libraries. This study is conducted in Research Universities in Malaysia. It focuses on “how the libraries are using social media in various library services and activities and explore the reasons for such uses.

This study is being conducted by Niusha Zohoorian Fooladi the PhD student in library and information science department in University of Malaya.

Participation in this study is voluntary. If you agree to participate in this study, you would be interviewed for about one hour time. The interview includes questions about your background information, your experience or opinion on the use of social media in academic libraries, preferably by giving example on the situation when you have used social media tools in particular services or any examples of how it can be used in the library services. You may skip any question you don't want to answer and you may end the interview at any time.

Participating in this study may not benefit you directly, but it can be beneficial for the libraries as it discusses how social media can be used in the various library services in Research Universities in Malaysia and how that can bring more value and improvement in the services and products.

The information you will share with us will be kept completely confidential to the full extent of the law. Your information will be assigned a code number that is unique to this study. The list connecting your name to this number will be kept in a locked file and only the researcher will be able to see the list and will be demolished at the end of study.

If you have any questions about this study, please contact

Niusha Zohoorian Fooladi

PhD student in Library and information science

Faculty of computerscience and information technology, University of Malaya

e-mail: [niushazohourian@gmail](mailto:niushazohourian@gmail.com), n.zohoorian@siswa.um.edu.my Telephone : 0142278356

APPENDIX C

Consent Form for Research Study



Title of Project: Personifying the Social Media Presence of Academic Librarians: A Uses and Gratifications Perspective.

Name of Researcher: Niusha Zohoorian Fooladi

Please tick to confirm

- I confirm that I have read and understand the information sheet for the above study.
- I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any time
- I have agreed that result of this study will be published and put in the library

I agree to take part in the above research study

Date:

Signature:

APPENDIX D

Questions for Data Collection

The interview session starts with an introduction of the librarian questions such as:

Librarians' Awareness

- What is your position in the library?
- How long have you been working in the library?
- How do you use new technology tools in your daily job?
- Are you familiar with social media?
- How did you start using social media?
- How often have you been using social media?
- How did you start using social media for library?
- How long have you been using social media in library?
- Do you know who suggested using social media in the library for the first time?
And for what purposes?

Librarians' motivation and practices

- Why social media can be use in library services?
- What encourage you to use social media?
- How did you feel when you post in social media tools?
- What kind of information you think it is important to post in social media?
- Could you remember any stories of library's use of social media or Web 2.0 tools for promoting the library's services and events?
- How librarian can make profit of social media in library service?

- How are user respond using social media tools in library?
- How library can satisfy users' need by application of social media?
- How librarians can get more involved in social media application?
- Why are some libraries fearful of using web 2.0 applications / social media?
- How librarians' personal characteristics can influence on their social media application?
- What would be next step after applying social media in library?

APPENDIX E

Example of Analysis of Interview Notes for One Case

Interviewer: I would like know more about you, when did you join the library.

Morgan: I joined the library in 1993.

Interviewer: Oh, that is more than a decade ago.

Morgan: Yes, more than decade.

Interviewer: So, how did you come to end up in the library, was your subject about librarianship?

Morgan: Yes, my first degree was in zoology and then I did a postgraduate in LIS and pursued my master degree in information management.

Interviewer: That is interesting, because I have noticed that many people who come to LIS have done their first degree in something else, so what made you shift your interest to LIS?

Morgan: During that time, there were many opportunities.

Interviewer: Job opportunities? Actually, we have the same thing in Iran.

Morgan: Many academic librarians in Malaysia majored in another field.

Interviewer: So you entered the library in 1993, what was your first position?

Morgan: Librarian.

Interviewer: Librarian, and now you are in charge of some social media?

Morgan: Now, I am deputy dean, I am looking at the physical structure, development, system and services.

Interviewer: So, do you use any social media, Facebook and Twitter, anything like that?

Morgan: Yes, yes, I cannot remember, but we started quite early, I think we were the first library in Malaysia to set up a Facebook page, which was then followed by other universities.

Interviewer: Do you remember when that was?

Morgan: No, I cannot remember.

Interviewer: Okay, and who took the lead?

Morgan: We had a committee and just assigned whoever to participate. I remember proposing to show our existence in social media so we chose several platforms – Facebook, Twitter, Flickr, YouTube and Delicious.

Interviewer: To whom did you give this proposal?

Morgan: To the management of the library.

Interviewer: So you made the proposal and then they gave you the money to...

Morgan: We didn't have any budget allocated for this social media just used it as part of our daily activity, but we planned to subscribe to Flickr to share our photos.

Interviewer: Right, okay, so you did not get any money or budget, so what do you think motivated the library to go for these particular media? As it seems as though there was some passion for it.

Morgan: Well, during that time, most of our students were aged 20+very young so we tried to capture their interest. There were many students on Facebook so we made our existence known on Facebook.

Interviewer: So that it would make you more attractive to them?

Morgan: Yes, yes ...So we could communicate with them, and they were free to write on our wall to express their opinion. During that time, there was no moderation at all, so the students could write on our wall.

Interviewer: And what about now, has any filter been introduced? If they write, does anyone look at it before it appears on the wall?

Morgan: Yes, now we also have a moderator for Facebook.

Interviewer: So you have a Facebook moderator who can control the content?

Morgan: Yes, now the words they use are filtered by Facebook to avoid any unusual words.

Interviewer: So, basically, you went for this social media for your users because they were young and you wanted to attract them.

Morgan: Yes, as the staff themselves also use Facebook.

Interviewer: Okay, so they themselves are also interested personally? Is there any other purpose?

Morgan: To let the students post their thesis, to know about new books, new links to any new news about the library, but mostly for communication with the students.

Interviewer: Just with Facebook not with other tools?

Morgan: Like social bookmarking, sharing their bookmarks with Delicious but these are not so popular. The most popular one is Facebook.

Interviewer: So you said part of your proposal concerned YouTube, Facebook and Twitter so what about other media.

Morgan: You mean platforms? No, we are not really active.

Interviewer: Why do you think it did not happen?

Morgan: Because not so many, I think we received enough participation through Facebook so we just make known our existence in the other media.

Interviewer: So the main purpose was that you were also there, but perhaps for YouTube you need to have some content to create?

Morgan: Yes, we need to create the content, which is very time consuming and we do not have such a hi-tech person – a librarian who can design videos...

Interviewer: So do you have any plans?

Morgan: We record our students' activities in the library; for example, in video and post on Facebook; the students' activities include small presentations in the library.

Interviewer: What are they about?

Morgan: The presentation of their thesis. Sometimes, in the auditorium, we also record if they have an event.

Interviewer: Oh yes, so then you put it on Facebook?

Morgan: Yes, we post the video on YouTube.

Interviewer: That is interesting, do you have other plans?

Morgan: We also plan to post several of our digital audios, the old ones.

Interviewer: What are they about?

Morgan: Songs

Interviewer: What type of songs? Are they national songs?

Morgan: Yes, traditional songs, Malaysian songs we recorded here in 1993. We are in the process of digitizing them. We put several on Facebook that can be played.

Interviewer: So, the main purpose is to introduce the culture of Malaysia rather than the library itself?

Morgan: Just to let the user know what we have, we post a preview of some of the music and they can search it.

Interviewer: So you are informing the users about your collection?

Morgan: Yes, yes.

Interviewer: Why are you not using other resources that you have; for example, books, journals...? Do you have any plans for those?

Morgan: You mean to...?

Interviewer: To announce or to tell and let others know.

Morgan: We announce our online database subscriptions on Facebook, and we announce our latest acquisitions, yes, we announce on Facebook.

Interviewer: So, basically, you say how many database you have or what you have?

Morgan: Yes, concerning what is new...

Interviewer: Oh, what's new but not about the existing that you already have?

Morgan: Yes, the existing is on our website.

Interviewer: Maybe you could link it to your website?

Morgan: Yes, we continue posting links and details about the explanation of our collection on our website on Facebook

Interviewer: It is interesting that you post songs on Facebook. If I click on them, can I listen to the songs?

Morgan: Yes, but not the whole collection, just the preview. It is just to let people know what we have and then they come to the library. However, we do upload digital music on our Facebook.

Interviewer: I can see that this is a great approach; these are the materials that are not known in the library, so you make them known in this way. That is very good, I never thought about this, so what else do you do on Facebook for it to be interesting?

Morgan: That is all.

Interviewer: Do you communicate with colleagues?

Morgan: In terms of?

Interviewer: If there is anything you want to tell them, do you tell them face-to-face or through Facebook?

Morgan: You mean internal?

Interviewer: Yes.

Morgan: We set up a group on Facebook for staff.

Interviewer: That cannot be accessed by everyone?

Morgan: Yes, just for staff.

Interviewer: What is it about?

Morgan: Just daily activities, just to tell them we have this or that we are going to have this event, about new staff, or that next month some of the staff will retire. These kinds of things.

Interviewer: So can we look at the logs, become your friend on that particular group to explore how a Research University uses Facebook? This is interesting, so you use it for communication, so maybe we can see what is going on there.

Morgan: That can be considered, but it is not that active, just for staff.

Interviewer: I can see that you began the story... scenario... and did not follow others, but there is a trend in the world and you want to use it because you are an international university, so what is your future plan?

Morgan: We follow the other developments by Facebook, we consider it as an opportunity, maybe a new platform is available on Facebook. Because Facebook has a few applications available ...so we try to use them.

Interviewer: This is one side of it, but another side is to track the good universities to see how they use it, do you do anything like that? Can you tell me more about this?

Morgan: Yes, we look at the Library of Congress; we look at a few universities on Facebook

Interviewer: So, you model your work based on other libraries?

Morgan: Yes, we look at the trends.

Interviewer: Do you do any systematic research for this, or do random people just go and see?

Morgan: We don't have a written plan about our existence in the social media, we just tell our staff what we are going to do.

Interviewer: If you want to make it more global and compare it with Harvard University or a British library, you may want to do more serious research and practice it, so do you have any plans or any budget for this?

Morgan: It could be through academics.

Interviewer: So do you have any plan, any call for papers, or call for conferences, as these are some sources through which you can obtain information? Do you have any budget for it?

Morgan: We opened our Facebook to conduct such research but we don't have any proper strategies concerning what we are going to do in the next five years on Facebook. Although we make our existence on social media known, we don't have proper planning.

Interviewer: To me it seems that you know how important it is, and that now it is time to sit down and make a plan for it and not just use it as place. So, do you plan to do this? And, as you are the dean here, who do you think should help you to do this?

Morgan: For the library?

Interviewer: Yes, if you want to expand it.

Morgan: We should have a unit comprising staff who have some interest in social media. We know everybody has Facebook, but, how to use it for our organization is a major challenge. Also, they must be educated in how to use social media and some investment is required for sending staff to conferences to undergo training in social media. Then, we can use it more effectively.

Interviewer: Do you think the library is ready in terms of infrastructure?

Morgan: I think yes... Almost.

Interviewer: So, the main issue is training the staff?

Morgan: Yes because it is our perception that Facebook should be used properly.

Interviewer: To have the mind-set to use Facebook properly?

Morgan: Yes, for example, we do not allow staff to use Facebook in office hours. This kind of perception.

Interviewer: Except, for example, you transform the work that can be done through Facebook, because you said that the students are young and attracted to Facebook, so let us make use of it, so now Facebook is attractive to everyone so why not make them work through Facebook?

Morgan: Yes it is a good idea... But in doing so the staff get distracted from work.

Interviewer: Definitely, it takes time.

Morgan: We are not going to make it official because we have several other channels, meetings, and our e-mail... some of our staff do not like using Facebook.

Interviewer: Yes, that could be an issue; I myself am not a Facebook person.

Morgan: Yes, some of them do not like to use Facebook, while others are very addicted to using Facebook.

Interviewer: Are you considering using other tools?

Morgan: Yes, we have task management tools but that platform is limited by subscription, nevertheless, it is very effective.

Interviewer: This is for internal communication like meetings?

Morgan: Yes.

Interviewer: So, you are not using it at the moment?

Morgan: Yes I use it to manage my tasks, but not throughout the organization.

Interviewer: Because you are in managerial position. What about other tools?

Morgan: We use several Google tools.

Interviewer: Really, which tools?

Morgan: I like book review; if you look at our website you can see that we provide a list of new books that you can preview on Google. You can preview the cover and then several chapters are provided by Google depending on the availability of the book.

Interviewer: So, you buy a book if it is available, and, through Google, you bring the link there. And, then they can see... What other tools are you using through Google.

Morgan: Google analytic to check how many people visited our website... but the user cannot see. It is a very good tool.

Interviewer: Yes, I noticed that when you come into the library you press the button and it will record how many people enter the library. It is very good that you use such data for reports, what other tools do you use in Google apart from analytics...?

Morgan: The university students use Google... Gmail... it is very reliable and can be accessed worldwide

Interviewer: Yes, that is right.

Morgan: Google calendar, Google task...

Interviewer: But they are more personal ...so, you said that to go further you will suggest initiating a unit to bring in educated people?

Morgan: I will plan it for next year.

Interviewer: So, what do think is the role of the university and librarian, and how do you think they should contribute?

Morgan: To provide the content... we prepare the platform, then they will provide the content and provide the news. However, we are focusing on the library communication for staff, not for the university because the university has its own YouTube and several...

Interviewer: And you have the money for that... you don't have to get money from the university?

Morgan: No.

Interviewer: That is good, so you are adequately financed?

Morgan: Yes, we can use our own money. I mean library money, just set up units and a few experts to digitize the content and use the platform, and, then, just share...

Interviewer: Right...What else do you think would contribute a broader sense of use of Facebook in your library and what other factors do you think it could contribute...? So, you are using it to a certain extent, but do you plan to expand it?

Morgan: Yes, to provide content, then there would be more people using our Facebook and it would be more interesting, and provide real content.

Interviewer: Can you give me an image of what it would look like? So, let's see, you have good trained staff... all are good, great... so could you tell me how it would be? Do you have the picture at the moment? What do you expect? Let's say we come back to you next year, you may have an image for it, and I want to know about that image... the image of Facebook, and the University of Malaya, next year.

Morgan: For example, our catalogue can be searched in Facebook and we add Facebook 'like' for each title of our catalogue, that would be our plan but that would involve our vendor, either the book review, etc... We can have a social media gadget on our website.

Interviewer: What is that?

Morgan: For example, the 'like' icon and then comment... using the platform of Facebook.

Interviewer: Do you receive feedback?

Morgan: Yes, but the gadget is available on our website...

Interviewer: Yes, that is very exciting.

Morgan: Yes, our catalogue can be searched through Facebook, I mean, the developer of the online catalogue they have more on Facebook but we need to buy it.

Interviewer: Right and you will buy it?

Morgan: We plan to.

Interviewer: When it is free, it is okay, but when it comes to money, there is a need to think twice.

Morgan: We need to do another proposal for the library.

Interviewer: What does it do?

Morgan: If we buy it we can search our catalogue through Facebook, we can share... we can comment. Similar to Facebook but using Facebook... we plan to do it next year. We will redesign our website next year and we will have more social features.

Interviewer: That is very good, what about collaboration with the libraries of other universities by issuing or publishing your performance, reports, are you doing this, or exchanging staff?

Morgan: We send staff to present in conferences.

Interviewer: To learn more about this?

Morgan: No, to tell others about what we do.

Interviewer: Oh, to do marketing to inform them about what you have?

Morgan: Yes, our colleagues, we send our staff in Malaysia; we send our staff to present in the conference telling them we are the first to do this. Because we are the oldest university and the top university in Malaysia, we must show that we are the first and that we are not benchmarking around Malaysia, but benchmarking the whole university.

Interviewer: But you do not think about using Facebook to do this, you are sending to conference, why? Why are you not using Facebook for that? You have some kind of library document at the managerial level, why do you not report it through Facebook?

Morgan: Sharing it with the world, our management is not keen to do that...

Interviewer: Do you know whether any other libraries have done that?

Morgan: Sharing their internal report?

Interviewer: Or librarians' experience, or so on, I do not have knowledge about that.

Morgan: We have set up a blog for the library, but now suffer from the lack of content, but next year we will ask our staff to write on the blog.

Interviewer: So what is the problem now?

Morgan: There is a lack of content and we need to teach our staff how to write short articles on the blog

Interviewer: About their experience?

Morgan: Their experience as well as their service, the latest developments, any information that would be of benefit to our users.

Interviewer: How would you encourage the librarians to do this?

Morgan: By taking on more librarians to write.

Interviewer: So, you look for librarians who are writers?

Morgan: Yes, we do selection, to check their ability to write and see how they do, and, if they are good, we use them.

Interviewer: That is interesting, so you use a blog, Facebook, task management and some Google tools, that is very interesting. Do you have any document, something written about all these things? Or things that go on in the library? Because if we do want to do the research we need to know how to write about the context of our study, what is going on here, what the study is about, and how and why, and why people are not using Facebook, librarians in academic libraries... So, we need to establish the context that we are talking about. For that purpose, I would like to see whether there is anything like a library strategy plan.

Morgan: Maybe this year in our annual report.

Interviewer: Don't you have a strategy plan at the moment; doesn't the library have any strategy at all?

Morgan: Yes, we have, but it is not very detailed, just a few sentences about social media, but we do report in our annual report.

Interviewer: Do you remember something written about social media in this strategy?

Morgan: A few staff presented, like our chief librarian. She presented something about Facebook I cannot remember... it is like a proceeding, or... yes, a conference.

Interviewer: So can we have a copy of that?

Morgan: I am not sure where to get it from...

Interviewer: So can we talk to that person, do you know who they are?

Morgan: Our chief librarian.

Interviewer: So as you are dean here, can you help us to get some information, just written information if it is possible? So, anything else? When I interview librarians I found that only those librarians who are the moderator or administrator are using and uploading information, do you think it would be better to arrange for other librarians to do this?

Morgan: Yes of course, but only selected people can sign in as administrator.

Interviewer: So, if I want to contribute, how can I do it?

Morgan: You can just post it on the wall based on your current account, even though you are not an administrator, but you can still post on our Facebook, blog, etc...

Interviewer: Do you think is it a good approach to invite others to contribute on Facebook?

Morgan: Yes, yes we invite everybody... actually, when we talk about the priority for our existence... just daily activities that we maintain for marketing purposes and communication, actually we have several priorities like repositories... so it is not the top priority we still look at contributions to our repositories.

Interviewer: But, from the reputation point of view, you want to show off your work on Facebook anyway?

Morgan: Yes, but we still communicate with our academic staff through e-mail.

Interviewer: To invite them to contribute through Facebook?

Morgan: Yes, we have digital library photos; we set up our photos, digital collection development, and several digital initiatives to take place next year. This is our...

Interviewer: The next big plan?

Morgan: The social media plan, to integrate it with our services, we want to integrate social media to our services but not just that... That would be our... but we follow the development we plan to have Twitter next year to have a Twitter account in the library so we can tweet to tell them we have this current book... but Twitter may not be very popular in Malaysia.

Interviewer: Why do you think Malaysians are not so interested?

Morgan: I don't know.

Interviewer: Is it related to the culture?

Morgan: Yes, because with too many platforms it is very difficult to maintain the content even though we have an aggregated platform like Twitter, Facebook, etc... but I think people use Facebook.

Interviewer: Do you know how many people, how many students are coming and using Facebook? Do you have any statistics to show how they are visiting or contributing on Facebook?

Morgan: Yes, we have statistics provided by Facebook. Facebook will show you how many visitors likes, how many comments, etc...

Interviewer: So do you think we can access those for research purposes?

Morgan: Yes, you can come back to me and ask about statistics, and show the findings to us.

Interviewer: Is there anything you want to add? How you are using Facebook and why you are using it... or do you want to sum up the conversation.

Morgan: No, but we will be using Facebook quite a lot.

Interviewer: So you said you are contributing to some other university libraries, let's say there is a website or place online that you are part of, are there other spaces you are part of? Any other organizations that you are part of?

Morgan: We tell our staff that they can create their own page using the library content.

Interviewer: With library affiliation?

Morgan: For example, we had the staff create a page about Malay proverbs and then upload photos to illustrate the proverbs and give some translation... based on the content available in the library.

Interviewer: So is there any information you can give us now about Facebook?

Morgan: If you add me as a friend on Facebook, then I put your name as an administrator of Facebook and then you can see the statistics because I cannot give you a document because we don't have, but we have a management meeting to discuss it.

Interviewer: Anything about the strategy, plans... anything we can tell the audience about the story taking place?

Morgan: I can give you on Tuesday. You can borrow it. Thank you very much.

APPENDIX F

DESCRIPTION OF EACH CASE

Alec

Alec has a bachelor degree in information studies from the University of Technology MARA (UiTM). He graduated in 1999, and started working in the university's library since 2001, where he is based in the client service division. He worked there for ten years, until 2011, when he moved to the medical library. He prefers to work in the client service division because he likes to communicate with lecturers, and students, both local and international. He was an administrator of social media when he was in the client service department. He used to answer questions about circulation in the social media, and questions concerning how students could renew their materials, memberships and library loan. However, after he moved to the medical library he ceased to be the administrator of social media.

Andy

Andy has been a librarian for eight years in the circulation department. He has been working in the library since 2005, and has working experience in the acquisition and cataloguing department. In 2010, he moved to the circulation department. He expressed his satisfaction as being a librarian in the circulation department because he likes to meet users and solve their problems. Andy has a bachelor degree in information resources from UiTM. He said he adores information technology (IT), and that he sometimes took pictures and added sound to make a video for posting on the library social media page. Andy acknowledged that although e-mail is a good way of communication, the best social media tool at present is still Facebook. However, currently, Andy is not the social media administrator since he is working in the law library.

Ayla

Ayla started working in the library in 2001. She is an assistant senior librarian and works as the head in the customer relation department. Basically, the department deals with customers' complaints, students' orientation, creating a guidebook and uploading information on the social media. Therefore, she knows how to post and advertise on social media pages. Ayla has a master degree in library and information science (MLIS) and she actively uses her personal Facebook and Twitter.

Emma

Emma has been a chief librarian since 2007. Previously, she was an associate professor teaching library and information science programme. She obtained her doctoral degree in library science. She has been creating Facebook pages for the library since 2008 and acknowledged that the reason for creating Facebook is to quickly put up notices for users. Personally, she is an active user of Facebook and updates her page at least once a day. Emma also has a personal blog and likes to post about her personal life. She considers social media as a diary notebook.

Fred

Fred is a librarian from the information system division. He has been working in the library for four years, during which time he has changed department three times. Previously he was working in the cataloguing department, right after he moved to the Za'ba Memorial Library and now he is in the IS department. He has a diploma in information management. His first degree is in library science and he has a master in information management. He stated that he is not purely in library science, and that he uses social media as part of both his formal life and social life. Therefore, he interacts with his friends, keeps in contact, updates things through social media, and shares information both formally and informally to inform others about certain issues.

Hania

Hania has been working in the library for nearly three years. She underlined that it would be three years on the sixth of October. She has a library science background. The first department in which she worked was the law library followed by the information system department before moving to the information skills department. She has a diploma in information management in which the major course was library science and the minor was management. She highlighted that her background is library science. Currently, she is a master student in library science. She is very familiar with social media tools and she had an account with MySpace and Friendster before Facebook became popular. She believes that social media is an interactive tool that can connect others effectively.

Harold

Harold started working in the library in 1984. His first degree was in chemistry and he studied for his master of library science in Louisiana University. Since finishing his master in library science he has worked for about four to five months in the UTM library. In 1985, he started working in the Library and was based in the cataloguing department. Then, he moved to the information service department. Currently, he is the head of system and information technology. He is familiar with social media pages, but emphasized that the application of social media tools is supposed to be for official purpose only. He mentioned that they have a special committee for the library website and that they plan to adopt Web 2.0 applications for the library in the future.

Harry

Harry has been working as a librarian in the National University of Malaysia for about 10 years. His background was in information studies in archive records in Mara University of Technology. Then, in 2009, he pursued his studies at the University of Liverpool in the field of archive and record management. He was appointed the head of the archive and special division collection in his library in 2007, a position he still holds. He was the webmaster for the library from 2006 until 2009. He has a page on BlogSpot and updates it frequently. He writes about the history of Malaysia and provides a link to the library database in his blog.

Helena

Helena obtained her degree in library science from University Technology Mara. Her first job was not related to library science as she was working in an IT company as a webmaster. She likes to use IT and is familiar with social media tools. In 2008, she started working in the library and was in charge of cataloguing for four years. She acknowledged that in order to promote a book she uses Facebook. She scans the cover of the book and then provides some information about the abstract of the book before posting it on social media. Therefore, in this way, the users are informed about the library resources and then come to the library to borrow the book.

Helsa

Helsa has a degree in agricultural science. She graduated in master in library science from UiTM. After she graduated in 1987, Helsa joined the library and started working in the acquisition department. In 1988, she moved to cataloguing and then to Zaaba Library. She has been working there for five years and handles special library activities, which involve cataloguing, purchasing and acquisition. In 1993, she worked as the head of the acquisition division. Then, in 2001, she started working in the academic service division. She acknowledged that she is not using social media personally. However, she can teach others how to use it. Although she has a Facebook account, her Facebook page is not very active and she seldom uses it. She mentioned that, initially, when everybody was talking about Facebook she tried to create an account in Facebook, but, subsequently, did not have time to update it.

Jennifer

Jennifer is the deputy chief librarian in the Library and she has a master degree in library science. She is currently studying for her PhD in library and information science. She has work experience of more than 20 years. She expressed that she is not involved in social media and that she did not show any gratification in talking about it. She said that if one day she participated and posted using social media tools, she would only answer because of her position as chief librarian and that some of the questions pertaining to Facebook needed to be answered by somebody who was a decision maker. Hence, in this case she may only be able to contribute and answer specific questions.

Jimmy

Jimmy has worked in the library for fifteen years. He joined the library in 1999 and worked in the reference division until 2009 before leaving to study until 2011. He started working in the acquisition department and is now the head of the acquisition department. He said that, in 2009, he became familiar with Facebook from his classmates because most of his classmates had a Facebook account, and that he found it interesting because he could meet up with his old friends and find new ones and that he found that it was a good medium to communicate with others.

Kathrin

Kathrin is a head of the client service division. She joined the library in 1984 after her graduation in library information science. When she joined the library, she was the Head of Indian studies for 20 years before being promoted and moving to the client service division for roughly six years. She studied for her degree in UM and then for her master in library information in UK. She expressed that she is not really a “computer person” and that she answers library queries only through e-mails.

Lina

Lina joined the library in 1985. She started working with a bachelor of art background and then took her master in library and information science in the University of Malaya. Thereafter, she gained experience from working in all divisions of the library. She acknowledged that she did not place any link or information in the social media so far and if she found some interesting information she preferred to ask the administrator to post it; she prefers to get the content and tell the administrator in which social media she wants it to be posted.

Matthew

Matthew started working in 2006 in Sunway University and worked there for two years. In 2008, he joined the library and started working in the cataloguing department. He has a bachelor degree in library science. The only social media that he uses is Facebook. He created his Facebook page in 2009. However, he is not very active and prefers to just read what his friends are posting. He said that the reason he is not active is that he is afraid he would not be able to focus in his office duties.

Mike

Mike has been working in the library since 2007. He started working in the cataloguing department as a trainee for 3 to 6 months before moving to the acquisition department, where he has remained ever since. He studied in information management majoring in information studies from Mara University of Technology. He created his personal Facebook in 2008, at the time it became popular. He said that at that time everybody was talking about Facebook so he wanted to be one of them, and, in 2011, he updated Facebook and Twitter for the library.

Morgan

Morgan joined the library 1993. His first degree was in Zoology and then he pursued his master in LIS, majoring in information management. Now he is deputy dean, and he is looking after the physical structure, development, system and services. He emphasized that their university was the first library in Malaysia to use social media and that it was his proposal that was sent to the chief librarian. Therefore, the first Facebook page for the library in Malaysia was created by them then this was followed by other academic libraries.

Nadia

Nadia is working in the system information technology division, where she has been working for five years. She has a master degree in library science. Previously, before moving to the library, she worked for a private institution. She uses Facebook frequently. Also, she uses YouTube because she is in charge of developing a module for the library. She gets ideas from YouTube concerning the latest concepts and issues that she can apply to commercializing to see how the marketing use it to approach their customers, and, based on that, she uses it for the library.

Natasha

Natasha started working in the Library in 2006 and is working in the client service division. She obtained her degree in library science from UiTM before continuing her master in UM. She has a personal account with both Facebook and YouTube. She likes watching movies on YouTube. Although she is one of the administrators in the library, she is not very active and only comments when the matters relate to her department.

Romina

Romina has a bachelor degree in library information science from UiTM. She has been working in the medical library since 2008 and her main work is cataloguing resources. Romina has a degree in information management. She prefers to use social media, such as Facebook, Twitter for personal things and e-mail in her workplace as a means of communication. This is because, in the library, they can only use Facebook during their lunch hour and not during office hours. In addition, the university has restricted the use of Facebook for circulation staff.

Rose

Rose has been working in media collection for five years. She has a master degree in library science from the University of Malaya and has been working in the library since 2007. Her first position was as a cataloguer where she worked for three years before transferring to the media collection department. She maintains the club page in Facebook, which is a page for librarian announcements and programmes. However, she said she would never open her personal page in the library because she is the head of the department and that it is not appropriate if the staff see her using Facebook during office hours.

Shawn

Shawn is the head of the system information technology division. He has been working there since 1995. Previously, he worked in UiTM. He expressed his satisfaction at working in this library because he likes the environment and he likes the tasks that are given to him that are related to IT. Shawn has a master in library science and started using Facebook when it became popular and everybody was talking about it. He considers Facebook as a tool not only for communication and chatting with friends but as a tool to promote services and the library site, and whatever the library wants its users to know.

Sofi

Sofi has a bachelor degree in library science, majoring in information management from UiTM. She started working in the library in 2007. She has an account in Friendster and MySpace because most of her friends have an account in these social media tools. She also created an account in Facebook, blog, Twitter and she likes to post at least once a month about the events that she has attended.

Sammy

Sammy is the librarian in charge of the acquisition department. His job includes ordering library resources, online database, books, journals and other multimedia. He has been working in the library since 1996. He was a cataloguer for about 5 years, and then, in 2008, he transferred to the acquisition department. He does not use social media very much because he has no time to write a blog or read those of others. However, he is an administrator for Facebook in his library because he was among the first people to create an account in Facebook.

Sharon

Sharon has been working in the library since 2009. In the last 2 years, she worked in the information skills department. Previously, she was in the cataloguing department where they were actively using Facebook and blogs, even though blogs are a bit outdated it is one of the platforms to reach out to users. In the information skills department sometimes she creates a video using YouTube, however, these are only shown in the classes for library information skills and are not put on the library website.

Zahra

Zahra is the head of the Arabic and Islamic civilization division in the library. Her first degree was in botany and then she obtained her diploma in library science. She also has a master in IT. She does not use social media for work. Although their library has Facebook, it is managed by the administrator so she does not use social media in her workplace, only at her home.