

A RISK-FOCUSED SOCIAL MEDIA GOVERNANCE FRAMEWORK FOR AFRICAN ACADEMIC LIBRARIES

By

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DEDICATION

I dedicate this thesis to my husband Norman; children Nicole, Jody and Kylie; mother Ann; and late father, Ferdy who inspired my educational and academic journey. I wish my father lived to see the fruits of the foundation he laid. Through this achievement, I wish to inspire my children to always believe and know that all is possible.

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- My editor, Dr Themba J. Mkhonto for his motivation and assistance in editing my thesis.

DECLARATION

I declare that this dissertation submitted for the PhD in Information Science at the University of Pretoria, is my own original work and has not been submitted by me for a degree at another university.



30 April 2024

Signature

Date

ABSTRACT

Globally, the use of social media has become the norm across various industries, organisations, and sectors, including academic libraries which have also benefited in different ways. The use of social media is indispensable in the academic library, especially in the African region's academic library sector. However, such usage has engendered various risks and necessitated organisational adaptation and adaptability to the preponderant changes in the world of social media. However, there appears to be a deficiency in the academic library sector's management controls to address social media challenges and risks. It is precisely against the afore-stated background that this study sought to develop a comprehensive risk-focused social media governance framework for use in African academic libraries.

The study adopted a mixed method research approach with a sequential design, in which the quantitative phase was first conducted to generate complementary information relevant to the subsequent qualitative data collection phase. Accordingly, quantitative data were collected through an online questionnaire, two focus group discussions were utilised for the generation and clarification of anomalies found during the initial quantitative phase. The target population of the study consisted of thirty (30) purposively sampled academic librarians who work directly or indirectly with social media, from the Standing Conference of Eastern Central and Southern Africa Library and Information Associations (SCECSAL).

Descriptive statistical analysis was applied for generating the quantitative findings, while thematic analysis was applied for the qualitative findings. A key finding of the research is that the risks of using social media in academic libraries span reputational, compliance, content (highest rated risks), human or social, and technical risks. The study further established an overall lack of integrated social media risk management in academic libraries. Risk management should play an important role in academic libraries in the SCECSAL region, regardless of geographic location. Social media risks and challenges can be mitigated and addressed through a social media governance framework, such as the framework developed in this study.

Based on its findings, the study recommends that academic libraries should regularly review and evaluate their social media roles and responsibilities to reduce the impact of challenges on practice; that academic libraries adopt social media risk management practices and incorporate social media risk management in the overall risk planning register; and that academic libraries invest in social media training and skill development to enhance staff competency, knowledge, and skills relevant for managing the risks associated with social media.

The study recommends that library associations incorporate social media risk management into their social media guidelines, principles, and standards. Further research should be undertaken to pilot the risk-focused social media governance framework in each SCECSAL country to test its feasibility and identify areas for refinement.

Keywords: social media, social media risk framework, academic libraries, risk management, social media governance, Africa

LIST OF ABBREVIATIONS AND ACRONYMS

ABS	Abstract
AfLIA	African Library and Information Associations and Institutions
ALA	American Library Association
ASNS	Academic Social Network Sites
CHELSA	Committee of Higher Education Libraries of South Africa
DiAGRAM	Digital Archiving Graphical Risk Assessment Model
DRAMBORA	Digital Repository Audit Method Based on Risk Assessment
EBIT	Engineering, Built Environment, and Information Technology
HoD	Head of Department
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
IRMSA	Institute of Risk Management South Africa
IT	Information Technology
ISO	International Standards Organisation
KEY	Keyword
KPA	Key Performance Area
NLA	National Library of Australia
OPAC	Open Public Access Catalog
RA	Risk Assessment
RSS	Really Simple Syndication
RDM	Research Data Management
SCECSAL	Standing Conference of Eastern Central and Southern Africa Library and Information Associations
SM	Social Media
SMT	Social Media Technologies
SN	Social Networking
SNS	Social Networking Sites
SPSS	Statistical Package for the Social Sciences
UGC	User-Generated Content
WWW	World Wide Web

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CHAPTER 1

1 ORIENTATION OF THE STUDY

This chapter provides an introduction and context of the study, both of which serve as precursors to the direction of the study. A brief overview of literature is provided, and the research gap is indicated. The chapter further provides the research objectives and research questions that guided the study, followed by an overview of the research methodology deployed. The chapter also provides an overview of the justification of the study, assumptions, clarification of key terms and an outline of the chapters. The context of the study is presented in the ensuing section.

1.1 INTRODUCTION

The use of social media is not only about their adoption and implementation. It is also about the various uses, and the benefits that organisations derive from its use. Social media has become a business requirement and strategic organisational resource in various organisational strategies based on the interests and demands of the users (Chen & Liu, 2024; Cao & Weerewardena, 2023; George, 2016; Macnamara & Zerfass, 2012; Pardo, Pagani, & Savinien, 2022; Peters, Chen, Kaplan, Ognibeni, & Pauwels, 2013). Chen and Liu (2024) found a positive relationship between social media and service innovation, while Cao & Weerewardena (2023) found that the strategic use of social media positively affects marketing and a organisations' performance.

Various industries and sectors have embraced social media to enable user-generated content, gaining competitive advantage (Crumpton & White, 2016), creating relationships (Crumpton & White, 2016), communicating openly, and exchanging information, amongst other uses (Chatterjee & Kar, 2020;. Crumpton & White, 2016; Sobaih, Moustafa, Ghandforoush, & Khan, 2016; Van Den Berg & Struwig, 2016). The new paradigm in the use of social media entails more than merely using a different or new technology, but now encompasses different interactive approaches, such as "cloud computing" and "user contributed content" (Jian, 2015: 298). Social media is also described as a notable digital transformation technology that is transforming the way that organisations' do business (Bresciani, Huarng, Malhotra & Ferraris, 2021; Nakaziba & Ngulube, 2023).

Despite these innovative approaches, many challenges and risks have emerged. Challenges vary and range from misinformation and fake news to issues around privacy, network, and funding (Aïmeur, Amri & Brassard, 2023; Adetayo & Williams-Illemobola, 2021; Chen, Xiao & Kumar 2023). In contrast the risks of social media are linked to identity theft, lack of controls (that is policy) hacking (Tufail Khan, Rafiq & Arif, 2024) to name a few. Williams and Hausman (2017) categorise social media risks as human, social, technological, privacy, ethical, identity theft risks to name a few.

Consequently, mechanisms to manage and mitigate the range of the above-cited challenges and risks are implemented in different sectors and in different forms. These mechanisms vary from policies, strategies, best practices, guidelines, and social media management to curb and mitigate challenges and risks Dauenhauer (2020) and Lee, Choi and Michos (2021) discusses best practices to incorporate social media into research or academic activities while King (2015) developed guides for Libraries to manage social media channels. Authors Zhan, Han, tse, Ali and Hu (2021) and Mensah (2021) discusses social media strategies that can be used to to address objectives, goals and intentions of social media use.

Authors Flew (2015), Linke and Zerfass (2013), van den Berg and Verhoeven (2017) and Zerfass et al. (2011) however argue that policies and strategies are not sufficient to curb risks of social media. Flew (2015: 1) states that in terms of social media management “governance is broader in scope than policy or regulation”. Linke and Zerfass (2013) in their study identified that the implementation of social media and strategies are not enough, thus the need for organisations to take broader organisational structures into account. Flew (2015), Linke and Zerfass (2013), van den Berg and Verhoeven (2017) and Zerfass et al. (2011) recommend a broader approach of social media governance. Therefore, many frameworks that have been developed and proposed in research attempts to address this broader concept through social media frameworks. Different frameworks have been researched and each having its own focus. These frameworks address critical areas such as strategy, governance, risk management, content, and analytics (Effing & Spil, 2016; Hoffman & Fodor, 2010; Kietzmann, Hermkens, McCarthy, & Silvestre 2011; Lardi & Fuchs 2013; Larson & Watson, 2011; Macnamara, 2011).

Within the academic library environment, however, a gap exists in the realm of management of social media challenges and risks (Abok & Kwanya, 2016; Chiparausha, Onyancha & Ezema, 2024; Maniki & Jain, 2019; Ihejirika, Goulding, & Calvert, 2021; San Kong et al., 2016). Social media guidelines for academic libraries (also see Section 3.7) partially addresses social media governance elements (such as strategy, objectives, and others), but do not address elements of risk management and policy (ALA, 2018; King, 2015). Based on the latter, the proposed management of social media in academic libraries should then include governance and risk management designed to effectively address the risks and challenges that social media may pose.

The following section provides a brief overview of the literature that formed the foundation of the theses and provides a brief overview of the literature concerning social media and the associated risks and its management frameworks. A more detailed literature review is provided in Chapter 2 and 3.

1.2 LITERATURE OVERVIEW

Social media is described as an internet-based media and networks that enable users to connect, interact, communicate, build relationships, and exchange and generate content (Crompton & White, 2016; Jain, 2016). Social media is used for various purposes, such as business (profit and non-profit) and educational organisations and institutions, based on their associated ease of use as an alternative communication channel (Boudreaux, 2011; Crompton & White, 2016; Jian, 2015; Sobaih et al., 2016; Van Den Berg & Struwig, 2016). Social media is also used as a strategic resource within the finance, public relations, communication, and marketing sectors (George, 2016; Go & You, 2016; Macnamara & Zerfass, 2012; Mabweazara & Zinn, 2016; Parveen, Jaafar & Ainin, 2015; Peters et al., 2013).

The use of social media includes building and increasing brand reputation and awareness, product and services promotion, reaching wider audiences, provision of opportunity for open communication; as well as engaging organisations and clients to enhance information exchange (Almeida, Doneda, & Cordova, 2016; George, 2016; Go & You, 2016; Mabweazara & Zinn, 2016; Macnamara & Zerfass, 2012; Parveen et al., 2015; Peters et al., 2013; Van Den Berg & Struwig, 2016).

In tertiary institutions social media is used for but not limited to activities such as engagement between academics, students and communities, teaching and learning, for research activities, collaboration content sharing to mention a few (Silius, Kailanto, & Tervakari, 2011; Van Den Berg & Struwig, 2016). Similarly, social media is also used in academic libraries.

Academic libraries use social media for building online and virtual communities, strengthening customer relationships, communication or conversations with patrons; as well as for social listening and teaching/ training purposes (Ahenkorah-Marfo & Akussah 2016a; Ahenkorah-Marfo & Akussah 2016b; Burclaff & Johnson, 2014; Enis, 2017; Gaha & Hall, 2015; Kaur, 2016; King, 2015; Moradi, Ayefeh Bagher, & Mirhosseini, 2017; Peacemaker, Robinson & Hurst, 2016; Ponelis, 2013; San Kong, Chiu & Ho, 2016; Stewart, Atilano, & Arnold, 2017). Although social media is of notable benefit to respective organisations, their related negative aspects cannot be ignored.

Despite the positive uses of social media, these technologies do have challenges, such as privacy and security, information dissemination, archiving, social media data control, integration, or coordination, as well as ethical concerns (Kumar & Nanda, 2019; Valos, Polonsky, Mavondo, & Lipscomb, 2014; Zohoorian-Fooladi & Abrizah, 2014). The risks engendered by social media and their proliferation include reputational harm, security breaches, information leakages; as well as ethical and compliance considerations (Demek, Raschke, Janvrin, & Dilla, 2018; George, 2016; Macnamara & Zerfass, 2012; Valos et al., 2014; Williams, Nitschke & Hardy, 2021). Baccarella, Wagner, Kietzmann, and McCarthy (2018) and McCarthy, Rowan, Mahony, and Vergne (2023) posit that the “dark side” of social media is characterised by the negative social media and activities that may lead to “undesirable outcomes” of social media use i.e., poses risks and challenges. Challenges may relate to social media risk according to Williams and Hausman (2017) includes technical, human/ social, content, compliance, and reputation which could lead to reputational damage, public embarrassment, ethical and legal issues.

Different mechanisms are implemented to curb and mitigate the social media challenges and risks. These mechanisms range from policies, strategies and

guidelines focusing mainly on regulation, protection (in terms of reputation, security, and threats), rules on engagement, operational management, or accountability (Ahenkorah-Marfo & Akussah, 2016; Boudreaux, 2011; Di Gangi, Johnston, Worrell, & Thompson, 2018; Mushwana & Bezuidenhout, 2014; Ramsey & Vecchione, 2014). Each of these mechanisms have a specific purpose that is policies are used to regulate and inform use, whereas strategies provide direction and / guidelines and inform operations.

Authors Linke and Zerfass (2013), Macnamara (2011), Macnamara and Zerfass (2012), Zerfass, et al. (2011), and van den Berg and Verhoeven (2017) argue that the existing policy and strategy management approaches are insufficient to manage social media risks and challenges.

Dreher (2014) emphasizes however that further research is needed in this area of managing social media risks because there is no 'one size fits all' solution to mitigate all the risks across all industries that have emerged as a result of the varied and preponderant use of social media. Meanwhile, Linke and Zerfass (2013), Macnamara and Zerfass (2012), van den Berg and Verhoeven (2017), and Zerfass et al. (2011) propose that organisations could adopt and apply the *Social Media Governance* approach which aims to manage and maintain social media value, while also minimizing the risk and challenges of social media.

Social media governance comprises of policies, strategies, objectives, goals, organisational structures, guidelines, staff training, monitoring and performance measurement in order to manage social media challenges and risks (Flew, 2015; Linke & Zerfass, 2013; Liew, 2022; van den Berg & Verhoeven, 2017; Zerfass et al., 2011). This is significantly broader than social media policies and strategies. Accordingly, a governance or regulatory framework aims at managing and regulating the internal and external organisational impact of social media, and includes multiple stakeholder expectations, rights, and responsibilities (Linke & Zerfass, 2013; van den Berg & Verhoeven, 2017; Zerfass et al., 2011).

Despite the development of different social media frameworks such as social media strategy frameworks, and social media risk and governance frameworks, these

frameworks lack inclusion of all social media governance elements (Hoffman & Fodor, 2010, Kietzmann et al., 2011, Larson & Watson, 2011; Effing & Spil, 2016). On the other hand, social media risk and governance frameworks developed by Werder et. al (2014), Liew (2022) and Mennie (2015) include many of the social media governance elements and is more responsive to governance and risk.

In tertiary institutions both academics and students have concerns about the use of social media in teaching and learning and research activities (Sobaih et al., 2016) such as privacy, security and ethics (Gray, Annabell & Kennedy, 2010; Donlan, 2014). In academic libraries, experiences concerning the use of social media are similar to those encountered in business organisations and higher education. Cotter and Sasso (2016), Jian (2015) and Ponelis (2013) intimate that academic libraries encounter similar risks and challenges regarding the use of social media, such as user privacy, protection of personal information, reputational damage, compliance, ethics, and information security. Therefore, it is imperative to understand the undesirable outcomes as well as the potential risk of social media (Baccarella et al., 2018).

Social media guidelines developed by King (2015) are developed for libraries and contains some of the social media governance elements such as strategy, responsibilities, and measurement, but to a lesser extent risk management. Within the context of the academic library, there is therefore a need for social media policies, guidelines, or strategies to address risks and challenges. However, it has been found that there was a lack of such organisational controls and plans (Jain, 2016; Wasike, 2013). Accordingly, the researcher formulated the below-stated research statement and research questions in recognition and acknowledgement of the need to address social media management in African academic libraries in consideration of previous research on social media risk management and governance.

1.3 RESEARCH GAP

The academic library like other organisations use social media for various purposes (Kumar, 2015; Muneja, Abungu, Makori, 2012; Rabatseta, Maluleka, & Onyancha, 2021). However, the use of social media has challenges and pose risk for academic libraries.

Academic libraries noted the need for social media policy, or guidelines or strategy which will assist libraries to manage the risks and challenges by including training, evaluation of impact, ethical use and conduct, social media conduct, and staff's responsibilities (Abdullah, Chu, Rajagopal, Tung & Kwong-Man, 2015; Wasike, 2013). Similar social media management through a need for policies in African libraries is discussed by authors Bakare & Bakare (2021), Chiparausha (2024), Mabweazara and Zinn (2016), and Majinge and Mutula (2016). As such, social media policy should be a preventive measure for protection, a guidance for social media content management, and insurance of patron privacy and protecting of personal information (San Kong et al., 2016). King (2015) developed a guideline for social media for academic libraries that focuses on social media management, implementation, and measurement. Abok and Kwanya (2016), Jain (2016), San Kong et al. (2016) and Wasike (2013) have noted that there is a definitive lack of social media controls to effectively manage social media risk and challenges within the academic library sector. This was also noted in African literature by Ahenkorah-Marfo and Akussah (2016), Bakare (2018), Mabweazara and Zinn (2016) and Wasike (2013). Therefore, there is a perceived lack of social media governance and social media risk management within the academic library sector and in the African context.

The elements needed to manage social media risk and challenges in academic libraries, such as training, evaluation of impact, ethical use and conduct, social media conduct, and staff's responsibilities (Abdullah et al., 2015; Wasike, 2013) align with the social media governance elements (Flew, 2015; Linke & Zeffass, 2013; van den Berg & Verhoeven, 2017; Zeffass et al., 2011). Accordingly, this shows a gap for a social media governance and risk related management of social media in academic libraries.

As mentioned in the previous sections, to effectively manage social media a balance between social media risk management and governance is needed. The management of social media should then include governance and risk management frameworks designed to effectively address the risks and challenges that social media may pose. Therefore, these components set the foundation for an investigation on the contents

of social media governance for academic libraries and a need for a risk focused social media governance framework for African academic libraries.

1.4 RESEARCH OBJECTIVE AND RESEARCH QUESTIONS

The primary objective of the study was to develop a comprehensive risk-focused social media governance framework for use in African academic libraries. The following main research question was formulated to directly align and address the central problem as outlined in the previous discussion: What elements would a comprehensive risk focused social media governance framework, to be used by African academic libraries, contain?

In response to the above-stated main research question, the following seven (7) research sub-questions were established:

- Q1:** What learning can be gained from social media governance frameworks that have been developed for other industries? This research question was addressed by reviewing relevant literature.
- Q2:** What are the risks of social media in African academic libraries? This research question was addressed through a literature review and empirical research.
- Q3:** How do social media governance frameworks address social media risks and challenges? This research question was addressed through a literature review.
- Q4:** How are the risks of social media different in African academic libraries from those of the international community? This research question was addressed through comparing the literature review with the empirical research.
- Q5:** What are the challenges and risks associated with social media experienced by African academic libraries? This research question was addressed through a literature review and confirmed during empirical research.
- Q6:** How do African academic libraries currently manage social media? This research question will be addressed through the literature review and empirical study.
- Q7:** How would the proposed framework address the challenges experienced by the academic libraries? This research question was addressed through the empirical study.

The ensuing discussion on the research methodology adopted in this study is intended to address the main research question: “What elements would a comprehensive risk focused social media governance framework to be used by African academic libraries contain?”

1.5 RESEARCH METHODOLOGY

The research methodology provided the philosophical worldview, research approach, research design, data collection methods, target population and sample selection, and data analysis. The methodology chosen was used to advance the empirical component of the research study (Leedy & Ormrod, 2020; Saunders, Lewis & Thornhill, 2019). The selected research methodology was deployed to address the research questions which are provided in Section 1.4.

1.5.1 Philosophical Paradigm

A detailed discussion on the various paradigms is provided in Section 4.3.1. The study adopted the pragmatist paradigm, in terms of which realistic ideas and the application of experience are central (Saunders et al., 2019). The selected paradigm provided guidance to the mixed-methods research approach as the pivotal basis of the pragmatic paradigm and its focus on action, situations, and consequences, which was required to address the research problem. Based on this paradigm, the researcher was able to investigate the research problem itself, as well as its circumstances and consequences in relation to the chosen methods and approaches for data collection and analysis (Creswell & Creswell, 2018; Ngulube, 2015). In the following section, attention is given to the research approach and data collection tools used for the empirical investigation.

1.5.2 Research Approach

The different research approaches are discussed in Section 4.3.2. Consonant with the topic under investigation, a mixed-methods research approach was adopted. The mixed-method research approach was motivated by the interest of the study to acquire both quantitative and qualitative data (Creswell & Creswell, 2018; Ngulube, 2015; Saunders et al., 2019). Mixed-methods research design approaches are categorised

into convergence parallel, exploratory sequential, and explanatory sequential designs (Creswell & Creswell, 2018; Leedy & Ormrod, 2020). These designs are discussed in detail in Section 4.3.3. The research design and data collection methods adopted for the empirical aspect of the study are outlined in the following section.

1.5.3 Research Design

A detailed discussion on research designs is provided in Section 4.3.3. The selected explanatory sequential mixed methods design combined a quantitative research approach and a qualitative research approach to guide the methods of investigation. The research design provided the researcher with the strategy for inquiry and decision-making in relation to specifying the process of data collection and data analysis. In essence then, the research design entailed the techniques, processes and methods used by the researcher to connect the relevant variables and to understand the behaviour of those being studied as part of the research approach (Bryman, 2012; Creswell & Creswell, 2018).

In this regard, the researcher used an explanatory sequential research design to align the study with the adopted mixed-methods research approach. The approach was suitable to address the research questions (Creswell & Creswell, 2018; Leedy & Ormrod, 2020). A more detailed discussion on the various data collection tools is provided in Section 4.4. For this study, two (2) data collection tools were used. The tools are discussed in the following sections.

1.5.4 Data Collection Tools

The researcher collected both quantitative and qualitative data using collection methods and techniques suitable to address the research questions. In resonance with the adopted explanatory sequential mixed-methods research design approach, an online questionnaire was used to collect quantitative data, while focus groups were employed to collect qualitative data. The online questionnaire (See Appendix B) was administered first, followed by the focus group interviews (See Appendix D). The issues for further enquiry were identified from the analysed quantitative data. These issues were discussed and clarified in the focus groups.

1.5.4.1 Questionnaire

The questionnaire is the most commonly applied quantitative data collection tool (Leedy & Ormrod, 2020). It can be used to collect both quantitative and qualitative data through open- and/ close-ended questions (du Plooy-Cilliers, Davis and Bezuidenhout, 2014). The advantages and methods of administration of questionnaires are further discussed in Section 4.4.1. The researcher utilised an online questionnaire due to the geographic locations of the academic librarians. The questionnaire contained both open-ended and close-ended questions which related to the research questions mentioned in Section 1.4. The questionnaire was focused on collecting demographic data, data on social media use, social media challenges, management of social media, social media risks, and social media strategy in academic libraries. In the following section, the researcher describes the qualitative data collection method for the second phase of data collection.

1.5.4.2 Focus Group Interview Schedule

Leedy and Ormrod (2020) assert that the focus group is a qualitative data collection method used to interview several participants (10-12 people) at the same time. A more detailed discussion on the focus group is provided in Section 4.4.2. The focus group could be homogenous (with participants sharing the same characteristics), or heterogenous (participants with different characteristics, qualities, or attributes) (Leedy & Ormrod, 2020). In this study, the researcher chose a homogenous focus group to collect qualitative data. A semi- structured focus group interview schedule (See Appendix D) was used to clarify, interpret, and explain key areas identified during the online questionnaire data analysis. The areas of discussion included social media risks, improving social media risk management, social media objectives and strategies, social media challenges, and feasibility of implementing suggestions. The following section discusses the population and sampling methods used in this study.

1.5.5 Target Population

A detailed discussion on target group selection and a description of the population is provided in Section 4.5.1. In this study, the target population consisted of the academic librarians employed in African academic libraries and specifically working directly or

indirectly with social media. Given the diverse geographic locations and size of this population, the sampling/ selection is described in the next section.

1.5.6 Sample Selection

Sampling is a systematically conducted process for the selection of a subset or representative group within the larger population (du Plooy-Cilliers et al., 2014). Sampling techniques are further discussed in Section 4.5.2.

In this study, non-probability purposive sampling was used to select the respondent sample for the online questionnaires. The sampling selection was applied in accordance with the study's mixed method research designs. During the investigation, it was found that details on social media librarians were not readily available and accessible in the public domain. Therefore, the non-probability sampling was employed. The sample selected for the study is academic librarians working directly or indirectly with social media who are employed in academic/ university libraries within the Standing Conference of Eastern Central and Southern Africa Library and Information Associations (SCECSAL) region.



Figure 1.1 Map of SCECSAL countries region

The countries included in SCECSAL comprises of Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe. The data analysis techniques used to analyse data collected is discussed in the following section.

1.5.7 Data Analysis

Data analysis involved the systematic compilation, processing, categorisation, and classification of collected data in preparation for its conversion into meaningful evidence and understanding (Leedy & Ormrod, 2020). A more detailed discussion on data analysis is provided in Section 4.6. Following below is a discussion on the data analysis of the questionnaires.

1.5.7.1 Data Analysis of the Questionnaires

The questionnaire data analysis comprised of both statistical analysis and thematic analysis. Accordingly, the researcher used the Statistical Package for the Social Sciences (SPSS) software for statistical analysis. Quantitative data analysis enabled the researcher to describe and denote meaning, as well as make valid assumptions based on the data collected (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). Such analysis enables researchers to allocate meaning and make valid assumptions, as well as determining the characteristics, patterns, and relationships from the collected data. In contrast, the qualitative data of the questionnaire were analysed thematically.

1.5.7.2 Data Analysis of the Focus Group

Thematic analysis was applied for the focus group's collected data. This form of analysis involves the categorisation and classification of qualitative data patterns accruing from the focus groups (Gavin, 2008; Bell, Krishnan, & Dau-Schmidt, 2007). According to these authors, thematic analysis will follow a particular process of examining the data to establish themes (common patterns of recurring participant statements or responses) and followed by relating the data to the identified themes, after which themes and sub-themes or categories were combined to ensure that they are representative of the data and linked to literature. The following section provides the justification for the research.

1.6 JUSTIFICATION FOR THE RESEARCH

The value of the study is premised on its contribution to research on the management, challenges and risks associated with the use of social media. It is clear from the literature review (Chapters 2 and 3) publications of social media management and associated social media risks and management of these risks in African academic libraries are few and limited.

Based on its aim, the study developed an inclusive risk focused social media governance framework that could be used in the African academic library community. By virtue of its inclusivity, the framework also takes into consideration all the social media management and governance issues in an academic environment. Various frameworks on social media management are available for other industries (discussed in Chapter 3) but within the academic library environment there is a lack of frameworks. The study will thus contribute to providing a framework based on the academic library environment and could benefit other types of libraries in the process.

The framework will assist those academic libraries that are already using social media, as well as those that are only starting to use social media with guidance for social media strategic policy development, maintenance and sustainability; risk and compliance management; as well as ethics and privacy protection for both the academic libraries and their parent institutions. Furthermore, the framework will serve as a strategic resource for library and information associations within the academic library sector. The findings will be beneficial in determining a framework of standards for academic libraries. The framework, as stated above, will be applicable to African library and information services associations but may also be of use to other institutions.

1.7 THESIS ASSUMPTIONS

Leedy and Ormrod (2020) asserts that research assumptions are conditions or presumptions made in research and each researcher has their own assumptions. Due to the changing nature of social media usage as seen in social media statistics (discussed in Section 2.3), the focus of the study is not on specific tools or social media

platforms, but rather based on the overall governance and management of these social media platforms in academic libraries from a risk focused perspective.

Moreover, this study focused on academic libraries within the higher education sector and excluded research libraries, special libraries, public libraries, mobile libraries, and school libraries based on the assumption that these libraries' strategic and operational objectives and standards could have a different focus than the libraries within the tertiary education sector.

Furthermore, the study used the assumption that the framework would apply to all academic libraries in the African region because academic libraries, no matter where they are located on the continent, have comparable organisational structures.

1.8 CLARIFICATION OF TERMS

The following key terms warrant clarification, based on their vital significance in the study, as well as the need to distinguish between their denotative, contextual, and practice-related application or implication (Cho, 2018; Kumar & Nanda, 2019).

Risk

A risk is an occurrence that has the potential to affect how well and efficiently an organisation operates, as well as a future uncertainty or event that deviates from expectations (The British Standards Institution, 2018; Hopkin, 2018).

Social Media

Social media refers to Web-based applications built on the Web 2.0 technology that allows users to generate and exchange content, create knowledge, and improve communication within a social user-centred environment (Crumpton & White, 2016; Jain, 2016; Kaplan & Haenlein, 2010; Sobaih et al., 2016).

Social media challenges

Social media challenges relate to obstacles that hinder the use of social media (Zohoorian-Fooladi & Abrizah, 2014).

Social Media Governance Framework

Social media governance is an overall formal or informal organisational framework which regulates social media behaviour and actions, manages impact on internal and external organisational operations and the environment through governance, policy, strategy, and regulatory frameworks (Linke & Zerfass, 2013; Zerfass et al., 2011).

Social Media Policy

Social media policy regulates and supports social media use and serves as an informative and educational control, protection of assets of the user, and is further regarded as reputation and risk management tool (Ahenkorah-Marfo & Akussah, 2016a; Ahenkorah-Marfo & Akussah, 2016b; Mushwana & Bezuidenhout, 2014).

Social Media Strategies

Social media strategies provide a guideline for continued and measurable social media success, and addresses scrutiny and accountability, coordination, scalability, consistency, and data management; all of which influence an organisation's operations when using social media in business (Boudreaux, 2011; Ramsey & Vecchione, 2014).

Social Media Strategy Framework

The social media strategy framework is the provision of a road map or direction to achieve the organisation's social media strategy (Boudreaux, 2011).

Social media risk

Social media risk relates to the effect or consequence of positive or negative deviation from the expected.

Web 2.0

Web 2.0 refers Web applications that allow users and developers to generate content, work collaboratively, are applications that are interactive and allows for content sharing (Kaplan & Haenlein, 2010; O'Reilly, 2007).

The following section provides the outline of the chapters of the study.

1.9 OUTLINE OF THESIS

The thesis was sub-divided into seven chapters as indicated below:

Chapter 1: Orientation to the Study

The chapter introduces the framework of the study in terms of its background, statement of the problem, the purpose of the study, an overview of the research methodology, and the justification for the study. The chapter further presents the limitations of the study and a definition of the key terms used in this research study.

Chapter 2: Social Media and the Associated Risks

The chapter provides various perspectives from current and existing literature concerning the background, history and definitions of social media and Web 2.0. The purposes, growth, usage, and trends of social media are discussed. The chapter further discusses the use of social media and the positive aspects. Furthermore, the description of challenges and risks of social media usage and social media management are discussed in this chapter.

Chapter 3: Social Media Management Frameworks

The focus in Chapter 3 is on building a theoretical framework from the existing risk management components and standards, social media governance and social media frameworks. Risk management frameworks are discussed in terms of the principles, process and implementation and the applicability to the proposed framework. Social media governance elements and social media governance frameworks are analysed and discussed. The chapter further identifies social media governance in academic libraries and identifies the gaps in these frameworks. The relevance of the various frameworks is discussed. The chapter concludes with the presentation of the proposed risk focused social media governance framework for academic libraries in Africa. The proposed framework is presented with a description of the various framework components.

Chapter 4: Research Methodology

In this chapter, the researcher discusses the research methodology that was opted for in the current investigation. The chapter begins with a discussion on the philosophical

worldviews, the research approach, research design, and data collection methods deployed for the empirical research. The chapter further discusses the population identified and the sampling methods used. The data analysis for each data collection stage is discussed. The chapter concludes with a discussion on the validity and reliability aspects taken into consideration for the empirical research.

Chapter 5: Quantitative Data Analysis and Interpretation

The chapter provides the analysis and interpretation of data collected through the quantitative online questionnaire. The chapter provides an overview of the response rate to the questionnaire and the demographic profile of the respondents. The chapter presents the data analysis and interpretation using four (4) categories.

Chapter 6: Qualitative Data Analysis and Interpretation

The chapter provides the analysis and interpretation of data collected through the qualitative data collection phase of the empirical research through a focus group model. The chapter starts off with a discussion on the participant demographic profile which follows with the presentation of the data analysis and interpretation through five (5) sections.

Chapter 7: Key Findings, Conclusions and Recommendations

This chapter provides a discussion on the response to each of the research questions and the conclusions of each of the research questions conclusion based on the findings that were analysed in the previous chapters. The chapter further discusses the study recommendations and a final summary of the thesis. The chapter concludes with a presentation of the final framework, the strengths and weaknesses of the framework and a discussion on each of the elements of the framework.

1.10 IN SUMMARY

This chapter is the introduction and context of the entire study. Background to the study, the statement of the problem, the purpose of the study, as well as an overview of the research methodology are discussed briefly. The study assumptions and justification were provided. The chapter concluded with a clarification of key terms used in the study, as well as an outline of all other chapters in the study.

The following chapter focuses specifically on the review of literature and introduces social media definitions, growth, and usage trends. Social media purposes, positive and negatives aspects, challenges and risks, and management are also discussed.

CHAPTER 2

2 SOCIAL MEDIA AND THE ASSOCIATED RISKS

The previous chapter provided an introduction to the thesis and set the scene for the context of the study. The current chapter focused on the social media component of the literature review and provides a more detailed discussion concerning the definition, growth in the use of social media platforms, the challenges experienced, and risks posed, as well as the approaches to manage these challenges and risks.

2.1. INTRODUCTION

Social media presents a variety of uses and purposes for organisations (Crompton & White, 2016; Sobaih, et al., 2016) and academic libraries (Kaur, 2016; Peacemaker et al., 2016); as well as many challenges (Bakare and Bakare, 2021; Chew et al., 2020; Chu and Du, 2012) and risks (Jones & Harvey, 2019; Ponelis, 2013; Sobaih et al., 2016) arising from adoption and implementation. In this regard, the current chapter provides a more detailed discussion concerning the use of social media the challenges experienced, and risks posed, as well as the approaches to manage these challenges and risks. Before these are discussed the chapter starts off with a clarification of the concept, ‘social media’ and the differentiation between “social media” and “Web 2.0” and provides a background and context of the origins and history of social media in terms of the current global and regional usage trends.

2.1 SOCIAL MEDIA AND WEB 2.0 CLARIFIED

Various definitions and terminological references have been allocated to ‘social media’, but differ according to various authors’ perspectives, industries and digital technologies, the channel characteristics, or the use of specific tools (Carr and Hayes, 2015). In the context of this study, the term, ‘social media’ and ‘Web 2.0’ are used interchangeably, as is the case in dominant literature perspectives (Kaplan and Haenlein, 2010). In the view of the researcher, a historical background on the origins of social media is viewed as relevant insofar as providing some clarification of this concept (‘social media’). The section following provides a brief background and history of the “social media” concept.

2.1.1 Background and History of Social Media

As a concept, social media was established as early as the 1970s when the Usenet discussion system was created to enable its users to post public messages on this system (Edosomwan et al., 2011; Kaplan & Haenlein, 2010). During the 1990s, social networking sites such as *Open Diary*, *Six Degrees*, *Black Planet*, *Asian Avenue*, and *MoveOn* were created. These allowed users to interact by sharing content, creating reviews and open communities for writers, as well as uploading their profiles and making friends (Boyd & Ellison, 2007; Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011; Kaplan & Haenlein, 2010).

During the 2000s, more Social Networking Sites (SNS) were developed, such as blogging sites, *LinkedIn*, *MySpace*, *YouTube*, *Facebook*, *Twitter*, and *Friendster* (Edosomwan et al., 2011; Kaplan & Haenlein, 2010; Sajithra & Patil, 2013). These SNS afforded users the opportunity to generate and exchange content and create knowledge within a social, user-centred environment (Crumpton & White, 2016; Jian, 2015; Kaplan & Haenlein, 2010; Sobaih, et al., 2016). It is against this background that the next Sections (2.1.2. and 2.1.3.) describe the terms, 'Web 2.0' and 'social media' in the context of their interchangeability.

2.1.2 Web 2.0 vs Social Media

Web 2.0' was first used to describe Web applications and technologies that allow for user-centred design, user-generated content (UGC) (with Web users creating content and making content available via Web 2.0 technologies), interactive content sharing and collaboration in the World Wide Web (WWW) (Kaplan & Haenlein, 2010, Sajithra & Patil, 2013). Furthermore, O'Reilly (2007: 18-19) intimates that Web 2.0 is "a set of principles and practices that tie together a veritable solar system of sites that demonstrate some or all of those principles, at a varying distance from that core". Thus, Web 2.0 contrasts with the previous generation of the WWW, during which websites were limited, with the Web used for publishing and content created for end-users – who were still limited to passive viewing only (O'Reilly, 2007; Sajithra and Patil, 2013). In this regard, Web 2.0 refers to the way in which users and developers are using the World Wide Web collaboratively for creating content, which is then published

and modified by developers and end-users (Kaplan & Haenlein, 2010). The concept of “social media” is defined next.

2.1.3 Social Media Defined

The researcher found various social media definitions during the literature review process. The following key themes in the definitions were identified: user generated content, knowledge creation, content exchange, social user-centred environment, mass media, and interpersonal communication (Crompton & White, 2016; Jain, 2016; Kaplan & Haenlein, 2010; Sobaih, et al., 2016; Vorderer, Hefner, Reinecke, & Klimmt, 2017) which shows similarity to the Web 2.0 concept as described in Section 2.1.2. As such, social media could be described as an internet-based application built on Web 2.0 interactive tools that allow users to create content and have social interaction (Boyd, 2015; Carr & Hayes, 2015; Kaplan & Haenlein, 2010). Additionally, social media encompasses Web 2.0, social networking sites, blogs, content communities, virtual worlds, content creation and publishing, content sharing, and collaborative productions (Jain, 2016; Silius et al., 2011). Table 2-1 is the researcher’s depiction and categorisation of themes based on various definitions as accruing from various authors and their scholarly perspectives.

Table 2-1: Themes of social media definitions

THEMES OF SOCIAL MEDIA DEFINITIONS	AUTHORS
ONLINE OR INTERNET-BASED	
• Internet-based applications; • Internet-based channels; • Web based channels; • Mobile based; and • New media technologies.	Carr and Hayes (2015:); Crompton and White (2016); Filo, Lock and Karg (2015); Kaplan and Haenlein (2010); Sajithra and Patil (2013); Sobaih et al. (2016)
SYNCHRONOUS OR NON-LIVE SOCIAL INTERACTION	
• Real-time interaction; and • Asynchronized interaction.	Carr and Hayes (2015); Filo et al. (2015)
USER-GENERATED	
• User generated content creation; • Exchange and sharing; • Creating user generated content interactivity and co-creation; • Developing user generated content; and • Sharing user generated content	Carr and Hayes (2015); Filo et al. (2015);; Jian (2015); Kaplan and Haenlein (2010)

THEMES OF SOCIAL MEDIA DEFINITIONS	AUTHORS
INTERACTIVE OR PERCEIVED AS SOCIAL IN NATURE	
• Interactivity; • Interactions among users; • Interactive dialogue and; • Real-time interaction	Carr and Hayes (2015); Filo et al., (2015)
VALUE	
• Value from user generated content, and user interactions	Carr and Hayes (2015)
OTHER	
Facilitates • Online communication; • Networking and; • Collaboration	Russo, Watkins, Kelly and Chan (2008)

Taking into consideration the above discussion (Section 2.1.2 and 2.1.3) and the themes identified in Table 2-1. for this study the social media definition as defined by Carr and Hayes (2015) would be applied.

During the review, it was noted that different authors address social media in different ways. It was also noted that the terms “social media”, “social media platforms”, “social networking”, “social networking sites”, “social media tools” are used interchangeably. The terms used are social media, social media platforms, Social Media (SM), Social Media Technologies (SMT) and even Social Networking (SN). Aicher, Grünfelder, Maurer and Jegeni (2021) and Adigun, Adegboire and Amuda (2015) argue that the term “social media” is an umbrella or inclusive term used to describe the various social media as a subject and includes the platforms, sites or tools. In this thesis, to maintain consistency and provide a clear and concise discussion the term “social media” has thus been selected to refer to social media as a general umbrella term which is not limited to specific applications, platforms or tools. When reference was made to discuss specifically social media tools, platforms or social networking sites the term “social media platform” was used.

In the next section, an overview of the usage trends and the various positive and negatives sides of social media usage are discussed.

2.2 SOCIAL MEDIA GROWTH AND USAGE TRENDS

Notwithstanding that the notion of social media dates back as early as the 1970s, social media was only developed during the 2000s as mentioned in Section 2.11. Therefore, it is important to understand the social media usage and growth trends and their ever-changing nature globally and regionally, particularly in the context of Africa and South Africa over time.

According to Statscounter (2024), social media worldwide statistics for the period January (Jan) to December (Dec) 2023 indicated that globally, Facebook was the most widely used social media (66.15%), followed by Instagram (11.8%), and Twitter (10.14%). For the previous period (Jan – Dec 2022), Facebook was also ahead (73.18%), followed by Twitter (8.25%) and Instagram (6.76%) (Statscounter, 2024). It is worth noting that between 2022 and 2023 Instagram has moved to second place from third place, and that Twitter has dropped from second to third place. Facebook although dropping in percentage between 2022 and 2023 has remained the social media with the highest percentage.

Social media usage in Africa for the period January to December 2023 indicates that Facebook (79.68%) was the most widely used social media, followed by YouTube (6.13%) and Twitter (5.67%) (Statscounter, 2024). The previous social media usage report showed that in 2022, the three most widely used social media in Africa were Facebook (76.26%), YouTube (10.95%) and Twitter (4.91%). Between 2022 and 2023, there was an increase in the usage of Facebook and YouTube, while Twitter experienced a decrease.

In South Africa, 2023 social media usage shows Facebook is the top used (67.22%) followed by Instagram (10.18%) and Pinterest (9.87%) Statscounter (2024). The previous year (2022) shows that Facebook (69.68%) is the most widely used, followed by Pinterest (11.4%) and Twitter (8.92%) (Statscounter, 2024). The difference between the two years is that Twitter is not in the top three most used social media in South Africa in 2023 and Instagram has moved to second most used. Pinterest has also overtaken Twitter in 2023 to be placed in the third most used social media platform in South Africa. Facebook is consistently the most widely used social media platform.

Although it differs according to regions, academic libraries are the most dominant users of social media (Adetayo & Williams-Ilemobola, 2021; Dube, 2021). According to Bokoh et al. (2022), Chiparausha et al. (2024) and Rabatseta et al. (2021), a review of recent publications on social media in academic libraries reveal that WhatsApp, Facebook, Twitter, YouTube, and Instagram are the most widely used social media platforms in African academic libraries. Rabatseta et al. (2021) found that the top three used social media platforms in South Africa are Facebook, Twitter and Instagram, while Bokoh et al. (2022) found the top three social media platforms in Nigeria are YouTube, Whatsapp and Facebook. The study by Chiparausha et al. (2024) showed that the top 3 social media platforms managed by libraries in Zimbabwe are YouTube Facebook and Twitter. Figure 2-1 is a depiction of the most widely used social media platforms globally, in Africa and South Africa and in academic libraries.

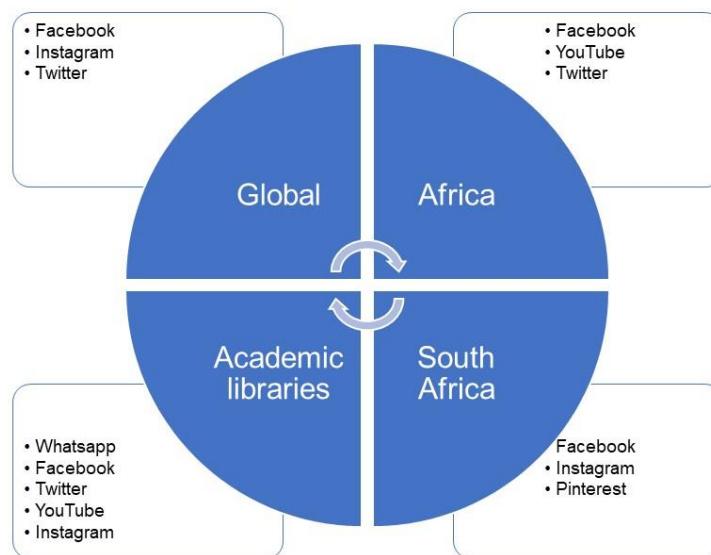


Figure 2-1: Most used social media platforms

Source: Graphic created by researcher from literature consulted: Adetayo and Williams-Ilemobola (2021); Bokoh, Bello and Idowu (2022); Budree, Fietkiewicz, and Lins (2019); Chiparausha, Onyancha, and Ezema (2024); Dube (2021); Rabatseta et al.(2021); Statscounter (2024).

In terms of Figure 2-1 , a comparison of the most widely used academic library social media platforms globally, regionally and in South African reveals some similarities in terms of which Facebook is the mostly widely used social media platform in academic

libraries more than the global usage trends. The discussion also provided insight into the most used and changing nature of the most used social media globally and regionally (Africa and South Africa). Whereas Section 2.3 focused on the overall use, the following section focuses on the purposes and positive aspects of social media.

2.3 THE PURPOSE OF SOCIAL MEDIA

The purpose of social media has evolved from just a traditional communication tool or mere web application to a strategically significant resource (Filo et al., 2015; Go & You, 2016);. Mabweazara and Zinn (2016: 1) states that “social media increasingly becomes a strategic resource for university education, its adoption and use is no longer a choice for academic libraries”. Social media is regarded as strategic organisational resources because they are aligned to organisational objectives; therefore, the information from social media platforms is captured for strategic and operational goals (Go & You, 2016; Ogbuji & Papazafeiropoulou, 2016; Parveen et al., 2015; Valos et al., 2014). The various purposes of social medias are discussed in the next sections from an organisational, higher education and academic library perspective.

2.3.1 Uses of Social Media in Organisations

There is a proliferation of published literature on social media. Accordingly, Table 2-2 overleaf is a representation of the total search results concerning “social media” on two (2) literature databases over a period of five (5) and ten (10) years respectively.

Table 2-2: Number of social media publications over a 5-10-year period

Database	Keyword “	Limits	Number of results
SCOPUS	TITLE-ABS-KEY (“social media”)	Year:2014-2023 Language: English	159 165
SCOPUS	TITLE-ABS-KEY (“social media”)	Year 2019-2023 Language: English	110 823
Web of Science core collection	Title OR Abstract OR Topic “social media”	Year: 2014-2023 Language: English	109 727
Web of Science core collection	Title OR Abstract OR Topic “social media”	Year: 2019-2023 Language: English	79 056

Source: *Compiled by researcher from searches conducted on literature databases: Scopus and Web of Science core collection*

Table 2-2 depicts that after literature search of two (2) databases covering a variety of subject areas in the last five (5) years, there were more than 79,000 publications available on the term, ‘*social media*’. It was noted that the SCOPUS database shows that the highest number of search results were between 2022 and 2023, and Web of Science 2021 and 2022.

Social media is used in various industries, such as **medicine** (Alamri, Rogers, Kearns, Doke, AL-Habib, Servadei, Hutchinson, Kolias, & UFF, 2019; Barnes, Kaul, Kudchadkar, 2019; Parwani, et al., 2019), **marketing** (Harb et al., 2019; Ogbuji & Papazafeiropoulou, 2016; Schaupp & Bélanger, 2019), **agriculture** (Chen & Tan, 2019; Lobry de Bruyn & Ingram, 2019; Mills, Reed, Skaalsveen, Ingram, 2019), **sports management** (Abeza, O’Reilly, N. & Seguin, 2019; Aichner, 2019;, 2018), and **education** (García-Morales et al., 2019; Hortigüela-Alcalá et al., 2019; Stathopoulou et al., 2019), to name a few.

Within the afore-cited sectors and industries, social media is used for various purposes within these industries (Alalwan, Rana, Dwvedi & Algharabat, 2017; Filo et al., 2015; Ogbuji & Papazafeiropoulou, 2016). In Figure 2-2, various social media purposes are depicted from various authors’ perspectives.



Figure 2-2: Different purposes of social media within organisations and industries

Source: *Graphic created by researcher from various literature sources consulted: Almeida, Doneda and Cordova (2016); Crumpton and White (2016); George (2016); Go and You (2016); Mabweazana (2016); Mabweazara and Zinn (2016); Macnamara and Zerfass (2012); Ogbuji and Papazafeiropoulou (2016); Parveen et. al. (2015); Peters, Chen, Kaplan, Ognibeni and Pauwels, (2013); Sobaih et. al., (2016); van den Berg and Stuwig (2016);*

Notwithstanding the various purposes of social media highlighted in Figure 2-2 , it is the researcher's intention in the current study to focus particularly on the use of these in academic libraries, which are inherently and characteristically part of the higher education system. In that regard, the following section highlights the purposes of social media in the higher education institutional environment.

2.3.2 Uses of Social Media in Higher Education

Social media is used in the higher education industry for a variety of purposes, such as enhancing students' engagement, enabling and amplifying content creation and sharing, connecting with communities, staff and students; as well as collaboration activities (Silius et al., 2011; Van Den Berg & Struwig, 2016).

Within higher education institutions, social media further allows students to create and share online content, interact in online communities, and provides an opportunity for students and academics to jointly create content through collaborative work (Hortigüela-Alcalá et al., 2019;; Van Den Berg & Struwig, 2016). The learning experience is enhanced through these interactions, which also improves student engagement (Bharucha, 2018; Hortigüela-Alcalá et al., 2019). Figure 2-3 is an illustration of the various purposes of social media in higher education in particular.

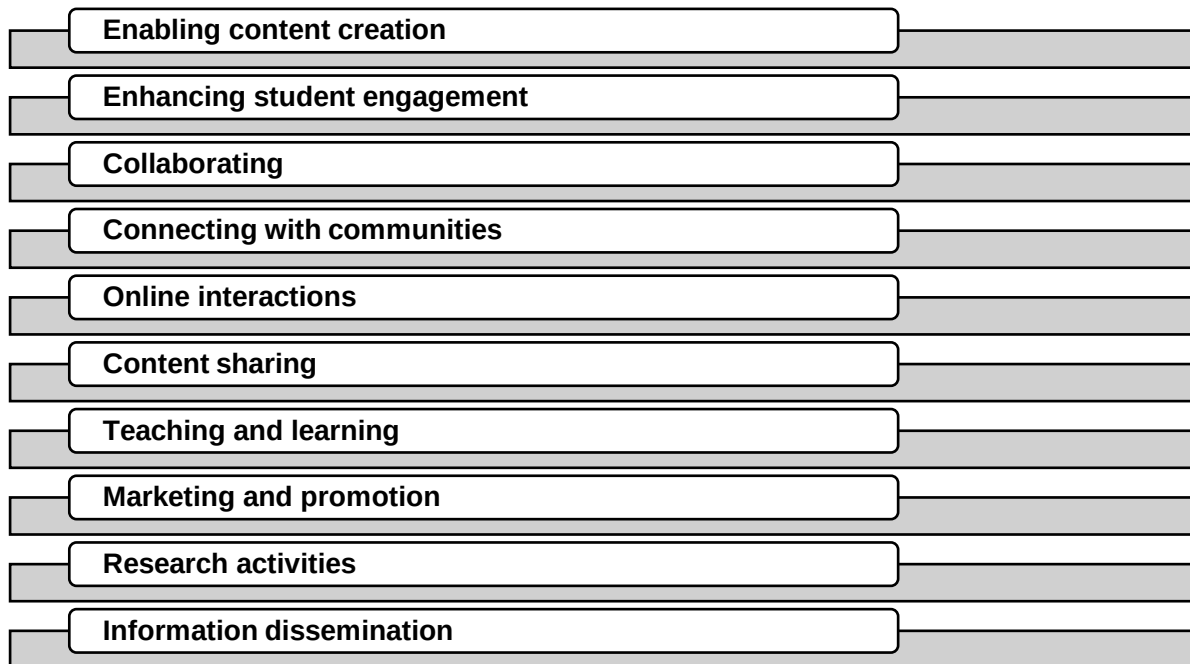


Figure 2-3: Higher education institutions social media use.

Source: Graphic created by researcher from various literature sources consulted Bharucha, (2018: 28), Hortigüela-Alcalá et al., (2019: 163); Silius et al., (2011: 12); Van Den Berg and Struwig, (2016: 104).

Figure 2-3 depicts that the purposes of social media in higher education are very similar to those within organisations and industries for example content exchange or sharing, engagement, marketing, and promotion (Figure 2-2). The following section discusses the academic and student experience of social media use and the concerns of these platforms from both academic and student perspectives.

2.3.2.1 Social Media as Experienced by Academics and students

New methods of professional development, measurement or impact of research are afforded through social media (altmetrics); visibility, peer review (informal), dissemination (for example through Academia, ResearchGate); staying abreast of current trends, communicating (for example LinkedIn); and collaboration (Greenhow & Gleason, 2014; Jordan and Weller, 2018; Manca, 2020; Staudt & Willet, 2019; Stephen & Pramanathan, 2020). Furthermore, Olanusi (2022) refers to these social media tools as “Academic Social Network Sites” (ASNS) specifically for the purpose of connecting academic audiences. These social media affordances are posited as

'digital scholarship', which is the empowerment of other digital scholars by their peers in sharing documentations and workflows in an ethical manner as well as research methods to critically investigate and interpret ideas (Greenhow et al., 2019; Greenhow and Gleason, 2014; Jordan & Weller, 2018). Jordan and Weller (2018) affirm that digital technologies, such as social media, can take any form and have an influence in transforming scholarship.

The idea of social media generated scholarship can be combined with the advantages provided by these media (Greenhow & Gleason, 2014). In order to change how scholarship is carried out in academia, social scholarship aims to take advantage of social media's affordances (such as user promotion, connections among users, and user-generated content) and potential values (such as decentralised, co-constructed, accessible, and connective knowledge) (Greenhow & Gleason, 2014).

From the student perspective the use of social media in higher education allows students to interact in online communities, create and share online content, and enables students' and academics' collaborated content creation (Hortigüela-Alcalá et al., 2019; Van Den Berg & Struwig, 2016). Such collaborative interactions also enhances and improves the students' learning experience and engagement (Bharucha, 2018; Hortigüela-Alcalá et al., 2019).

Numerous studies (as discussed above) have found that there are many benefits associated with the use of social media as part of teaching and learning.

Although social media has a purpose in higher education for academics and students, academics, and student concerns over social media use in teaching and learning, are noted.

2.3.2.2 Social Media Concerns as Experienced by Higher Education Students

Some academics and students have concerns over social media use in teaching and learning, despite some of the benefits which can be derived from social media platforms. The concerns by some academics concerning social media purpose for teaching are related to privacy and security, sharing of personal information, and time dedicated to social media (Sobaih et al., 2016). In this regard, the academics perceive

social media more as entertainment than a genuine educational tool (Sobaih et al., 2016). Another major concern is related to ethics and integrity, which is based on the control and monitoring of the integrity of work submitted by students and the proper use of social media (Sobaih et al., 2016).

However, the researcher has noted that not every student prefers using social media for teaching and learning purposes. Instead, they prefer trusted and tested sources such as books and journals (Donlan, 2014). The majority of students have a challenge of privacy and security when using social media for educational purposes as they are insecure about sharing personal information over these platforms (Donlan, 2014; Gray et al., 2010;). Moreover, some students regard social media as a private social study space rather than an educational space, or would rather prefer to use social media more for administrative activities for their studies than for learning purposes (Donlan, 2014). In addition, students view unreliable and unstable internet connection and the cost of internet usage as major educational barrier induced by social media (Donlan, 2014).

There are comparable social media concerns among academics and students, which include social media platform security, educational value, and internet use. Some of the concerns highlighted in Section 2.5. are further addressed in Section 2.6. It is against such a background that the study sought to respond to social media in academic libraries, which is the subject of discussion in the following section.

2.3.3 Use of Social Media in Academic Libraries

The academic library forms an integral part of a university's infrastructure and provides services and resources to the university community (Parashar & Babel, 2022; Twum, Adams, Budu, & Budu, 2022). The adoption and use of social media are evident in academic libraries throughout the world. The adoption is no longer a choice for academic libraries, but a resource for libraries (Ahenkorah-Marfo & Akussah, 2016; Gmiterek, 2021; Jian, 2015). According to Jian (2015) due to the changing technologies academic libraries can continue to exist and prosper by embracing these new technologies and being mindful of their client needs for these technologies. This is supported by Ahenkorah-Marfo & Akussah, 2016b who also states that African

librarians should embrace social media in services such as reference and user services.

Among some of its advantages, social media enable academic libraries to listen to their online communities, forming connections with the library patrons, obtaining feedback from library clients; as well as reaching library clients anytime and anywhere (asynchronously) as a result of social media's mobility (King, 2015). Furthermore, social media is utilised by academic libraries to facilitate conversations with clients on innovative platforms, and allows for a more efficient method of communication with library users as well as delivering library services to the library clients wherever they are (Ahenkorah-Marfo & Akkusah, 2016; Chiparausha et. al., 2024; Gaha & Hall, 2016; Jian, 2015; Kaur, 2016; Peacemaker et al., 2016) but there are also some specific uses for information literacy and information dissemination in academic libraries.

These uses of social media are comparable to those described in organisations and higher education industries in Figure 2-2 and Figure 2-3. A comparison of the use of social media in academic libraries and other organisations show that there are areas of commonality in the form of: engagement, marketing, communication, and sharing. Table 2-3 is an illustration of various uses of social media in academic libraries as viewed from the perspectives of various authors.

Table 2-3: Multiple author perspectives concerning social media use in academic libraries

Social media uses	Authors	Examples
Client engagement	Ahenkorah-Marfo and Akussah, 2016; Burclaff and Johnson, 2014; Gaha and Hall, 2015; Kaur, 2016; King, 2015; Peacemaker et al., 2016; Ponelis, 2013; Stewart et al., 2017.	Facebook institutional pages (posts on services, support, and announcements)
Marketing services and resources	Aduko and Dadzie, 2013; Burclaff and Johnson, 2014; Enis, 2017a; Gaha and Hall, 2015; Jones and Harvey, 2019.;	Sharing videos, images, Promoting products
Communication	Burclaff and Johnson, 2014; Enis, 2017; Gaha and Hall, 2015; Kaur, 2016; Moradi et al., 2017; Peacemaker et al., 2016; Ponelis, 2013; , , .	Instant messaging Ask-a-Librarian services Instant chat
Collaborate in research	Ahenkorah-Marfo and Akussah (b), 2016; Ahenkorah-Marfo and Akussah, 2016; Burclaff and Johnson, 2014; Gaha and Hall,	Altmetrics

Social media uses	Authors	Examples
	2015, Kaur, 2016; King, 2015; Peacemaker et al., 2016; Ponelis, 2013; Stewart et al., 2017.	
Information literacy	Ahenkorah-Marfo and Akussah (b), 2016; Ahenkorah-Marfo and Akussah, 2016; Burclaff and Johnson, 2014; Gaha and Hall, 2015; Kaur, 2016; King, 2015; Peacemaker et al., 2016; Ponelis, 2013; Stewart et al., 2017;	Instructional purposes information literacy skills by using videos audio files, podcasts, and vodcasts
Social listening	Stewart et al., 2017.	Obtain feedback from library clients
Dissemination	Enis, 2017; Moradi et al., 2017; San Kong et al., 2016;, Stewart et al., 2017. .	Twitter, Really Simple Syndication (RSS) Feeds in Library Online Public Access Catalog (OPAC) dissemination of new content and latest acquisitions
Social tagging	Moradi et al., 2017.	Create indexes to organise and share information, use mashups technologies to integrate into for example the library OPAC

Source: Table created by the researcher from various literature sources consulted as indicated in the 'Authors' column.

The multiple scholarly perspectives represented in Table 2-3 are global in both their manifestation and implications. The following section addresses the use social media from the African academic library perspective. The latter orientation allocates a regional perspective to the study, which is resonant with the research topic as well.

There are similar uses of social media in African academic libraries as the global academic library uses listed in Table 2-3 previously. This confirmed by Ahenkorah-Marfo and Akussah (2016: 551), who posit that *“the practice, requirements, and expectation of academic libraries are similar globally”* in terms of the integration of social media. In that regard, the African university libraries are not an exception insofar as adaption to, and implementation of social media is concerned.

The utilisation of social media in African academic libraries is comparable to that of other countries in areas such: interaction with users, marketing and promotion of library services and resources, soliciting user feedback and participation; as well as

widening user access to library resources. Table 2-4 below depicts the uses of social media in African academic libraries according to various authors' viewpoints.

Table 2-4: Social media uses in African academic libraries

Authors	Social media use in African academic libraries
Rabatseta et al., (2021)	Knowledge sharing
Mabweazara and Zinn, (2016); Tokwe, (2021)	Collaboration
Mabweazara and Zinn (2016); Tokwe (2021);	Communication
Rabatseta et al. (2021); ; Tokwe (2021);	Promoting Library services Marketing
Mabweazara and Zinn (2016b); Tokwe (2021);	User participation and feedback
Mabweazara and Zinn (2016); Muneja et al. (2012); Rabatseta et al. (2021); Tokwe (2021);	Interactive library services Interactive reference services
Rabatseta et al. (2021); Tokwe (2021)	Increasing access to library collections Building Library collections
Mabweazara and Zinn (2016)	Information literacy

Source: Table created by researcher from various literature sources consulted as indicated in the authors column.

Table 2-4 above reveals that social media in African academic libraries are comparable to global and regional trends. The ensuing section highlights the positive aspects offered by social media.

2.4 POSITIVE ASPECTS OF SOCIAL MEDIA

It has been noted that the positive use of social media is often addressed in literature in terms of *value* (Kumar & Nanda, 2019) or *benefits* (Hernandez, Escolano, Juanatas, & Elvambuen, 2022). The term '*benefit*' refers to an advantage or assistance that is gained, improved, or achieved (Cambridge Dictionary, 2022). On the other hand, the term, 'value' entails multiple meanings, depending on its contextual application or usage. In this regard, and for the purpose of identifying value in social media, the study has adopted the duality of 'value' as a depiction of the noticeable significance or feature that characterises something; as well as the quality and utilitarian characteristic of something (Cambridge Dictionary, 2022).

Value is then related to the importance, usefulness, or benefit of something. Accordingly, the terms "benefits" and "value" both entail a degree of positivity. It is in this regard that the researcher adopted the notion of the "positives" (that is the positive/

beneficial/ rewarding aspect) of social media for the purpose of unpacking the importance, usefulness, and advantages of social media.

There are various “positives” related to social media use and implementation, such as: easy to use, flexibility, greater transparency, increased participation, alternative communication channel, competitive advantage, relationship building, open communication, information and content exchange, to name a few (Boudreaux, 2011; Crumpton and White, 2016; Kumar and Nanda, 2019; Van Den Berg and Struwig, 2016). Table 2-5 is a summarise representation of the positives of social media use in organisations.

Table 2-5: Positive aspects of social media use

Social media positives	Attribute value/ significance	Authors
Awareness	Enhanced brand awareness	Aula, 2010; Hernandez et al., 2022.
Product development	Social media information to develop new services and products competitive intelligence	Castillo López et al., 2021; Fan and Gordon, 2014; Nagle and Pope, 2013;
Learning	Competitor trends associated with correlations, outliers, geographic patterns, and supply chain risk mitigation	Fan and Gordon, 2014; Hernandez et al., 2022; Hoffman and Fodor, 2010;
Increased innovation	Trigger and shape the innovation process	Patroni et al., 2020.
Information value	Information is current, relevant, and easily and quickly available. Information easily and quickly analyse and used in product development, innovation and learning.	Filo et al., 2015; Nagle and Pope, 2013;
Novelty	Efficiency, information related benefits, and innovation cost-effectiveness in business operations responsiveness of the business increased and ‘free’ internal communication.	Filo et al., 2015; Nagle and Pope, 2013;.
Decision making	Promote product innovation; Improve products; Learn about product utilization; and Increase product production.	Fan and Gordon, 2014; Hoffman and Fodor, 2010;

Source: Researcher developed Table contents compiled from consulting various authors as indicated in the authors column.

The various positive aspects of social media range from communication, increased brand awareness, innovation, and impact on decision making. It is against this background, that the focus of the study is on academic libraries, which necessitates a discussion on the positive aspects of social media in the academic library sector.

The positive aspects of social media use in libraries are construed differently among authors within the research community. However, the aspects of social media's enhancement of library resources, increased engagement, and improvement of communication between the library and the library client loom large (Muneja et al., 2012; Rabatseta et al., 2021). Further positives of social media in libraries include enhancing client feedback, which increases the ability to build relationships with clients; to build reputation; as well as increasing brand awareness. In this regard, libraries are able to increase dissemination of information to users through social media, and gaining insight into their environment (Kumar, 2015). Therefore, positive social media aspects are similar to those that are reported and discussed in business as depicted in Table 2-5 overleaf.

Evidently, social media have various impactful positives on organisations, higher education institutions, and academic libraries. However, the challenges and risks posed by are worth noting and managing in order to ensure the continued benefits social media has introduced.

2.5 THE SOCIAL MEDIA CHALLENGES AND RISKS

Sections 2.3 in this chapter has amplified the increasing adoption and use of social media. Despite the positive aspects of social media highlighted in the preceding section (Section 2.4), organisations have encountered a variety of challenges and risks regarding the implementation of social media. Challenges and risks are viewed differently and thus discussed separately. The social media challenges are further outlined in sub-section 2.6.1 and social media risks in sub-section 2.6.2.

2.5.1 Social Media Challenges

According to the Cambridge Dictionary (2022), a "challenge" is defined as a difficulty located within a situation, and involves significant effort, determination, and skill to

succeed. There is copious literature that is published on social media and the variety of challenges they present in various industries and sectors such as health, education, politics, sports, and marketing (Chen & Wang, 2021). Figure 2-4 is a representation of social media challenges that were most likely to affect organisations such as libraries.

Social media data	•Data archiving, lack of archiving data, retention of records (George, 2016),
Information dissemination	•Collection and dissemination of information (Bertot et. al., 2012; Valos et al., 2017)
Control	•Governance, internal control, procedures to reduce risks, inadequate existing policies (George, 2016; Valos, 2016)
Privacy & security	•Protection of privacy, data privacy, user protection (Bertot, et. al.; George, 2016; Nyoni & Velempini, 2015)
Lack of resources	•Lack or insufficient resources i.e. human, financial (Naraine & Parent, 2017)
Integration	•Integration of Social media within existing channels, departments or areas of business (Valos et al., 2017)
Coordination	•Coordination of content and business functions, processes (Valos et al., 2017)
Strategic role clarity	•Aligning to strategic goals and objectives (Valos et al., 2017)

Figure 2-4: Researcher created social media challenges

Source: *Graphic created by researcher from literature consulted (Bertot et al., 2012; George, 2016; Naraine & Parent, 2017; Nyoni & Velempini,, 2015 ;Valos et. al, 2017)*

Figure 2-4 depicts social media challenges which are related to social media alignment of the organisational strategy and objectives based on the integration and coordination of social media into the organisational processes and functions. Challenges related to the required resources might be insufficient or lack privacy and security related to the use of social media.

For the purpose and focus of this study, the challenges of social media in the academic library setting are discussed further and compared to similar challenges of social media in African academic libraries.

2.5.2 Social Media Challenges in Academic Libraries

Challenges of social media in academic libraries are those obstacles that hinder its use in these institutions (Zohoorian-Fooladi & Abrizah, 2014). The various social

media challenges in the majority of academic libraries range from technical, organisational personal and ethical challenges. These types of challenges correspond to the challenges experienced in other organisations, as depicted in Table 2-6 .

Table 2-6: Perspectives concerning social media challenges in African academic libraries

Types of challenges	Authors
Technical	
Network, bandwidth, internet access, technical facilities	Bakare & Bakare, 2021; Chewe et al., 2020; Chiparausha et. al., 2024; Chu & Du, 2012; Mabweazara and Zinn, 2016; Muneja et al., 2012; Nduka et al., 2021; Tokwe, 2021; Zohoorian-Fooladi & Abrizah, 2014
Organizational	
Lack of management support	Bakare & Bakare, 2021; Chiparausha et. al., 2024; Mabweazara & Zinn, 2016; Muneja et al., 2012; Tokwe, 2021; Zohoorian-Fooladi & Abrizah, 2014
Change management (Library staff)	(Mabweazara & Zinn, 2016; Tokwe, 2021)
Lack of social media policies or guidelines or restrictive policies	Bakare and Bakare, 2021; Chewe et al., 2020; Chiparausha et. al., 2024; Mabweazara & Zinn, 2016b; Muneja et al., 2012; Nduka et al., 2021; Tokwe, 2021
Financial challenges for example the <i>lack of budget for social media</i>	Bakare & Bakare, 2021; Chiparausha et. al., 2024; Muneja et al., 2012; Mabweazara & Zinn, 2016b; Tokwe, 2021;)
Personal	
Lack of social media knowledge and skills, training	Bakare & Bakare, 2021; Chewe et al., 2020; Chu & Du, 2012; Mabweazara & Zinn, 2016; Muneja et al., 2012; Nduka et al., 2021; Tokwe, 2021; Zohoorian-Fooladi & Abrizah, 2014.
Lack of staff interest in social media	Tokwe, 2021
Lack of staff commitment	Mabweazara & Zinn, 2016; Zohoorian-Fooladi and Abrizah, 2014.
Lack of time	Bakare & Bakare, 2021; Muneja et al., 2012; Nduka et al., 2021..
Language	Zohoorian-Fooladi & Abrizah, 2014.
Ethical	
Moral and ethical challenges for example privacy confidentiality, safety, security	Akakandelwa, 2015; Majinge and Mutula, 2016.

Source: Graphic created by researcher from literature consulted.

Organisations and academic libraries are confronted by various challenges with social media use which are related to technological challenges, organisational challenges (process, functions, resources), coordination.

As such, based on the identified challenges, (Table 2-6) the researcher discusses the risks associated with social media use and unpacks the various social media risks in the following section.

2.5.3 Social Media Risks

Organisations run the risk of the consequences of the use of social media (Baccarella, et. al., 2018; McCarthy, et. al., 2023, & Wasike, 2013). In the following section, the researcher defines the concept of “risk”.

2.5.3.1 Defining Risk

The British Standards Institution (2018) defines risk as the consequential effects of uncertainty or threats to the stated objectives. Therefore, a risk is an event that can impact the effectiveness and efficiency of an organisation’s operations (Hopkin, 2018: 14). The “effect” is the consequence of deviating from what is expected, and the consequence could be either positive, negative or both; which can inhibit, enhance or cause doubt (British Standards Institution, 2018; Hopkin, 2018). Risk is, therefore, a future uncertainty or event that is different from what is expected. In social media, risk relates to the effect or consequence of positive or negative deviation from the expected and is further discussed in the next section.

2.5.3.2 Social media risk

The negative effects or the ‘dark side’ of social media include cyberbullying, trolling, privacy concerns, and fake news (Baccarella et al., 2018). Negative social media posts and experiences about an organisation could be detrimental to the particular organisation and its brand (Alalwan et al., 2017). These negative effects of social media abuse could be harmful to the organisation's reputation and cause misinformation, erroneous conclusions, problems related to ethical behaviour, use and compliance (Alalwan et al., 2017; Dwivedi et al., 2018; Wasike, 2013).

2.5.3.3 Social Media Risk Categories

As discussed in previous sections, social media has many varied positives for business and other organisational formations. In the same vein, organisations have

experienced varied challenges, such as: strategic alignment, implementation, integration, data, privacy, and security during implementation of these social media (Alalwan et al., 2017; Wasike, 2013). Therefore, it is important to identify the social media risks in the context of future consequences; that is, as a deviation from what is expected (Di Gangi et al., 2018; Williams & Hausman, 2017).

Social media risks could lead to negative consequences, such as reputational damage, misinformation, or unethical behaviour (Alalwan et al., 2017; Dwivedi et al., 2018; Wasike, 2013). The following section categorizes social media risk, risk types per category, and the consequences in accordance with the social media risk framework or dimensions proposed by Williams and Hausman (2017). The framework sub-divides social media risk into the technical, human/ social, content, compliance, and reputation categories which will now be discussed in more detail.

Technical risks of social media

The risks experienced by organisations generally entail social media data loss, archiving, loss of data, information dissemination, integration, and coordination challenge (Ponelis, 2013; Sobaih et al., 2016). The technical risks of social media are associated with the effects and locus of social media on the business (IT) resources and technical infrastructure (Di Gangi et al., 2018). The risks entailed in this category include hacking, malware, spam, and reliance on external software (Demek et al., 2018; Williams & Hausman, 2017). The locus of risk relates to the availability and ownership of social media content and continuity; that is, back-ups and access to information (Demek et al., 2018; Williams & Hausman, 2017). The issue of large amounts of data generated by social media also poses data management challenges due to the vast and risk-prone data volumes (Jimenez-Marquez, Gonzalez-Carrasco, Lopez-Cuadrado, & Ruiz-Mezcua et al., 2019).

The consequences of technical risks include: strain on the organisational network infrastructure from excessive use of the applications, malware spread through the organisation's system (hacking, viruses, and spam); as well as unauthorised access to the organisation's accounts or disclosure of login and passwords (Demek et al., 2018; Di Gangi et al., 2018).

Technological barriers to the use of social media in higher education include device configurations, limitations of devices, a lack of infrastructure, a lack of ICT support, policy, and limited or no internet access (Sobaih et al., 2016). These types of consequences and risk category are experienced by organisations and academic libraries as discussed later in Section 2.6.4. The following section addresses the human and social aspects of social media risks.

Human or social risks of social media

Di Gangi et al. (2018) and Williams and Hausman (2017) proffer that human or social risks is a dimension of social media risks that is central to human behaviour, action or inaction. In that regard, human or social risks could be assessed from both internal and external environments (Di Gangi et al., 2018). The locus of social risks are associated with: *“improper information disclosure, faulty business decisions, social engineering attacks, productivity losses, damage to professional and organisational reputation, cyber-stalking and bullying, or damage to consumer or organisational confidence due to the actions of organisational personnel”* (Di Gangi et al., 2018: 1100).

On the other hand, the accessibility of social media is another type of risk and relates to language barriers, which poses the risk of excluding certain categories of users from certain social media, or having physical disabilities that limit access to additional tools required to use social media (Majinge & Mutula, 2016; Williams & Hausman, 2017; Ponelis, 2013).

According to Williams and Hausman (2017), the consequences of the accessibility risks relate to the blurring boundaries between professional and personnel usage, psychological harm caused by social media content, abuse of authority, unproductive use of employees' time; as well as issues about ownership of the responsibility of social media content. These risks and their consequences have been identified in the challenges of the academic libraries in Section 2.6.4. The following discussion premises on the content-related risk of social media.

Content risks of social media

The risks that could be triggered by social media content range from loss of information and intellectual property, information overload, unplanned disclosure of confidential

information, loss of information quality and content control, inappropriate or incorrect content, exposure of personal information/ loss of privacy; as well as out-of-date or duplicate information (Williams & Hausman, 2017). All these factors culminate collectively into as the notion of 'inaccuracy of information', which could be the result of a lack of social media control (Williams & Hausman, 2017).

Organisations sharing information on social media, need to verify and share the correct information and provide context in order to refrain from misinterpretation and unintended meaning (Ponelis, 2013). A majority of organisations have reputational damage caused by sharing of inaccurate, inappropriate or misinterpreted/ misrepresented or distorted information, which could also affect user trust within the organisation (Baccarella et al., 2018; Ponelis, 2013). Data generated in social media platforms is often owned by a particular social media organisation, and the type of shared information by organisations on their social media platforms should be monitored in order to ensure that copyrighted or intellectual property is not shared such that it could cause harm to users (Ponelis, 2013).

The content risks and consequences are in alignment with the identified challenges which organisations and academic libraries encounter. This could be seen in the context of social media information and data dissemination, and organisational and personal challenges which were outlined in Section 2.6.1. The next section outlines and describes the compliance risks of social media.

Compliance risks of social media

According to Di Gangi et al. (2018) and, Williams and Hausman (2017), compliance risks are situated in the area of adherence and uploading of legal and regulatory frameworks. Compliance risks of social media are further associated with data protection and privacy, employee rights, disclosure, and third party endorsements, governance and oversight, archiving of information and record retention (Di Gangi et al., 2018; George, 2016). The type of risks for organisations in this category include violations of specific laws or organisational regulations pertaining to copyright, identity theft, auditability, and accessibility (Williams & Hausman, 2017).

The consequences of compliance risk are associated with a breach of legal requirements, non-compliance to regulations and law, (legal consequences), negative

publicity which might further cause reputational damage, or some financial losses in the organisation such as fines and/ or penalties, or labour related consequences which could cause the dismissal of employees and the consequent unplanned shortage of staff (Di Gangi et al., 2018; Francis & Wagner, 2018; Williams & Hausman, 2017).

From the identified challenges, the compliance risk and its consequences are experienced in organisations and academic libraries. The ethical, security, and privacy challenges also align with this compliance risk category.

The final risk category focuses on the reputational risk, which as discussed in the previous risk categories as consequences. Williams and Hausman (2017) identifies the reputational risks as a category on its own.

Reputation risks of social media

Reputation risks are associated with the potential threat to an individual's or organisation's credibility or image (Aula, 2010). According to Szwajca (2018), the risk to reputation affects stakeholders' expectations and organisational performance. The stakeholders themselves range from clients, employees, business partners, regulators, and the public.

Reputational risks could be caused by humans, technology, and the external environment (Aula, 2010; Szwajca, 2018). In that regard, this category of risks is interlinked with the human technology and content categories (Aula, 2010; Williams & Hausman, 2017). The risks directly affecting reputation include astroturfing (the anonymous recommendation/ promotion practice), criticism of an organisation's services, and products through improper or unprofessional/ unethical language (Williams & Hausman, 2017).

When reputation is damaged or affected negatively, it could also affect an organisation's competitiveness, trust, ability to attract stakeholders, loyalty, market value, business operations (Aula, 2010), and organisational liability (Francis & Wagner, 2018).

Table 2-7 (overleaf) provides a summary of the risk categories described in Section 2.6.3 from the perspectives of authors such as Aula (2010), Cain and Fink, (2010),

Demek et al. (2018), Di Gangi et al. (2018), Szwajca (2018), Van Den Berg and Struwig (2016), Williams and Hausman (2017).

Table 2-7: Social media risk categories, types, and consequences

Risk Categories	Risk types	Risk consequences
Technological risks	Hacking; Malware; Spam; and Reliance on external software	Intentional or unintentional leakage of confidential information; Regulatory, compliance, or legal issues; and Slow network influencing other business processes
Human and social risks	Blurring boundaries between professional and personnel usage; Psychological harm; Abuse of authority; Unproductive use of employees' time; Ownership of responsibility for social media content; Accessibility cyber-stalking and bullying; and Cyber-stalking and bullying	Public embarrassment; Negative publicity; Financial loss; Improper information disclosure; Faulty business decisions; Social engineering attacks; Loss of productivity; and Reputational damage (professional and organisational)
Content risks	Loss of information; Information overload; Loss of intellectual property; Unplanned disclosure of confidential information; Loss of information quality; Loss of content control; Inappropriate or incorrect content; and Exposure of personal information/ loss of privacy and out of date or duplicate information	Reputational damage; User trust in organisation; Flaming; Denigrating others; Racist or sexist language; and Cyberbullying
Compliance risks	Violations of specific laws or regulations auditability and accessibility	The exploitation of user privacy; Legal actions; and Defamation or damages
Reputation risks	Loss of reputation; Criticism; Loss of trust; and Astroturfing inappropriate language use	Competitiveness; Mistrust; Stakeholder mistrust and loyalty; and Financial loss

Source: The researcher's compilation from risks identified by a variety of authors: Aula (2010: 42); Cain & Fink (2010: 53); Demek et al., (2018: 102); Di Gangi et al., (2018); Szwajca, (2018: 65); Van Den Berg & Struwig (2016: 66); Williams & Hausman (2017)

2.5.3.4 Social Media Challenges and Risks in Higher Education Institutions

According to Chapman and Greenhow, (2019), Jordan and Weller (2018), and Shah Shabgahi and Cox (2016), the social media challenges and risks in higher education institutions affect the entire university community (its internal and external stakeholders). In that regard, the specific concerns for academics in higher education relate to issues such as privacy and security, misuse or abuse of information, credibility, plagiarism, threats to reputation (in terms of professional reputation) and reliability of information. Furthermore, Van Den Berg and Struwig (2016) also contend that social media poses a strong reputation risk which may lead to issues of student protection, security and privacy, student retention and student recruitment.

From the students' viewpoint, social media could pose risks associated with plagiarism and violation of copy right, digital literacy, digital inclusion, accessibility, and ethical use of social media (Cain & Fink, 2010; Jordan & Weller, 2018; Van Den Berg & Struwig). It is irrefutable that copyrighted materials shared amongst students or organisations could harm the integrity, reputation, and image of any higher education institution.

A comparison of the social media concerns depicted later in Table 2-8 shows that social media concerns in higher education also constitute a category of risks in the human, social, content, and reputational domains. The next section presents risks posed by social media in academic libraries.

2.5.3.5 Social Media Risks in Academic Libraries

As shown in Section 2.6, the preponderant application and use of social media in organisations has presented a myriad of human, technical, content, compliance and reputational risk categories and various risks within categories that are similar whether in business and higher education.

Furthermore, academic libraries also face social media technological risks which relate to privacy and security, and barriers in the type of social media tools allowed or available at the parent institutions (Abok & Kwanya, 2016; Balaji, Vinay & Shalini, 2018; Jones & Harvey, 2019). In this regard, both Abok and Kwanya (2016) and Magoi, Aspura and Abrizah (2019) aver that the challenges for African libraries and libraries

in developing countries are related to ICT infrastructure of the institutions and the country, such as inadequate ICTs and poor internet connectivity.

Academic libraries are also faced with social media risks related to management of social media tools, lack of skills to use social media tools, social media abuse on library social media by students, ethical misconduct (both students and library staff), spamming, and cyberbullying (Jones & Harvey, 2019; Ponelis, 2013; Sobaih et al., 2016). Accessibility is a concern as library patrons may be unable to access social media due to language barriers, physical disabilities or exclusion due to ICT tools and bandwidth barriers (Ponelis, 2013).

Additionally, academic libraries are also faced with content risks related to content generation, irrelevant information, misinformation and fake news (Jones & Harvey, 2019; Ponelis, 2013). Information shared by libraries on social media should be verified and accurate in order to avoid misinterpretation of both user-generated content and content shared by the library (Ponelis, 2013).

Compliance-related social media risks in the academic library include the adherence to the legal and institutional regulatory mechanisms or frameworks (Balaji et al., 2018; Jones & Harvey, 2019). For libraries, sharing of copyrighted materials and intellectual property is a major concern (Ponelis, 2013). Libraries also face risks of breach of privacy in terms of user privacy and staff privacy (Sobaih et al., 2016; Ponelis, 2013).

Table 2-8 on the following page, depicts examples of social media risks in academic libraries, which are comparable to those mentioned previously in Table 2-7.

Table 2-8: Categorization of academic library risks

Risk category	Risk types	Risk causes	Authors
Human / Social risks	Lack of institutional control	- The motivation of directors and library staff - Lack of training	Jones & Harvey, 2019; Magoi et al. 2019; Owusu-Ansah et al., 2015;
Technical risks	Lack of Adequate Technical Infrastructures	- Lack of technical infrastructure support - Poor infrastructure - Unavailability of internet access - Power supply - Maintenance - Insufficient bandwidth	Akporhonor & Olise, 2015; Amughero, 2016; Adewojo & Mayowa – Adebara, 2016; Edewor, Okite-Amughero, Osuchukwu, & Egreaajena 2016, Magoi et al., 2019.
Compliance risks	Privacy issues	- Online scamming hackers - Launch of spam data - Identify theft	Magoi et al., 2019; Sobaih et al., 2016,
Human/ social risks	Staff	Lack of training	Magoi et al., 2019.)

Source: (Adewojo & Mayowa – Adebara, 2016; Akporhonor & Olise, 2015; Edewor, Okite-Amughero, Osuchukwu, & Egreaajena, 2016; Jones & Harvey, 2019; Magoi 2019; Owusu-Ansah et al., 2015; Sobaih et al., 2016)

Extrapolated from both Table 2-8 and sub-section 2.6.4.1 , is that the nature, categories, and consequences of social media risks are almost similar in business, higher education, and academic libraries as highlighted variously throughout Section 2.6. Therefore, an understanding of the social media risks and implications further enables an appropriate implementation of appropriate controls to manage the risks that social media pose (Di Gangi et al., 2018).

2.6 SOCIAL MEDIA MANAGEMENT

Social media has many uses and benefits that have been discussed in varying degrees of detail in the previous sections. However, organisations may be faced with negative consequences induced by the challenge of implementing social media. Accordingly, social media management techniques and tools (strategies, policies, and procedures) have been adopted to manage these social media in order to reduce the consequential effects of these risks (Schultz, Koehler, Philippe, & Coronel, 2015).

2.6.1 Social Media Policies

Social media policies could be viewed as a control that is used to regulate and support social media use, educate or inform users of social communication protocols, protect assets; as well as managing reputations and threats (Mushwana & Bezuidenhout, 2014; Van Den Berg & Struwig, 2016). According to Van Den Berg and Struwig (2016), social media policies are unique in an organisation, and are to be updated frequently because of the changing nature of business technologies.

Furthermore, social media policy is organisation-specific, and often linked to other policies such as ethics, code of conduct, copyright, and intellectual property policies (Boudreaux, 2011; Pomerantz et al., 2015). This was also found to be true in a study conducted by Vaast and Kaganer (2013: 94), who analysed 74 corporate policy documents on the use of social media that governance mechanisms in social media policies “*stemmed from pre-existing governance practices rooted in other organisational domains, including human resources, communications, and public relations*”. However, Gaha and Hall (2015) have noted that organisations utilise individual social media policies, or have overarching social media policies in place that provide a form of protection and guidance to employees and employers on how to use social media.

A study conducted by Di Gangi et al. (2018) found that social media policies predominately focus on legal risks, and less on technical, human and social risks. To that effect, social media policies may contain information on employee conduct, guidelines, rules of engagement and operational management guidance for employees who use social media specifically as a business tool (Boudreaux, 2011). The following section describes social media strategies for social media risk management.

2.6.2 Social Media Strategies

Social media strategies are used by many organisations. Unlike social media policies, these strategies offer guidelines for the continuous assessment of social media success (Boudreaux, 2011; Ramsey & Vecchione, 2014). These strategies also

address "coordination, scrutiny and accountability, data management, scalability and consistency," which have an impact on an organisation's operations when using social media for business (Boudreaux, 2011; Ramsey & Vecchione, 2014). The social media strategy would include information on scheduling, coordinating contributors, coordinating content, and assessment (Ramsey & Vecchione, 2014). Social media management approaches are also implemented within higher education institutions.

2.6.3 Social Media Management in Higher Education

Social media policies are scantily available in higher education institutions. A study conducted by O'Connor (2016) and Pomerantz et al. (2015) found that only 17.7% of institutions of higher learning in the United States categorised according to the Carnegie Classifications Data File had social media policies. Meanwhile, a South African study found that from 23 of out 25 public South African universities, only 23% had some formally approved document to manage social media in the university (Van den Berg & Struwig, 2016).

Higher education institutions tend to use not only policies but social media guidelines, social media strategies and other types of policies to manage social media (Van Den Berg & Struwig, 2016; Pomerantz et al., 2015). Higher education institutions may also have different policies for their institutional and departmental policies to regulate social media policy for each target market (Grobler, 2014). The themes included in these policies are related to brand, image and reputation and image, institutional risk, regulatory, disciplinary actions, professional and personal guidelines for social media use , content related (Pomerantz et al., 2015).

Van den Berg and Struwig (2016) recommend that universities should recognise risks of social media, establish social media policies, and provides guidelines on how to create an appropriate social media policy. These authors contend that it is not only about brand and reputation management, but about the importance of social media in corporate strategies as well. The following section discusses the social media management approaches by academic libraries.

2.6.4 Social Media Management in Academic Libraries

Lack of academic libraries' social media controls such as policies, guidelines, or strategies, has an impact on how social media is adopted and used (Abok & Kwanya, 2016; Jian, 2015; San Kong et al., 2016). There is also a gap on how libraries manage, set, and create goals for social media, and how they measure the success of using social media (King, 2015). Authors such as Ahenkorah-Marfo and Akussah (2016), Bakare (2018), Mabweazara and Zinn (2016) and Wasike (2013), found that social media policy or management of social media risk is lacking in African academic libraries. For that reason, authors such as, Ahenkorah-Marfo and Akussah (2016b), Bakare & Bakare (2021), Chiparausha et al. (2024), Mabweazara and Zinn (2016), Majinge and Mutula (2016), propose that African academic libraries should create and implement their own social media policies.

These policies will enhance the regulation the use of social media concurrently with other policies in the organisation in order to address the prevailing social media challenges and risks (Aduko & Dadzie 2013; Ahenkorah-Marfo & Akussah, 2016a; Ahenkorah-Marfo & Akussah 2016b; Mabweazara & Zinn 2016; Majinge & Mutula 2016).

Given the preponderance of challenges that have been occasioned by the use of a social media, it is most relevant and appropriate for organisations to apply their respective social media policies in order to protect themselves from risks that are associated with social media use (Banghart, Etter & Stohl et al., 2018; & Di Gangi et. al., 2018). By having a policy in place, academic libraries can raise awareness of security issues and library goals; guide social media usage as well as identify threats that may arise (Nduka et. al., 2021; San Kong et al., 2016). To that effect, social media policy for libraries should include training for librarians, awareness, and education; as well as measurement and evaluation of services such as reference and user service (Ahenkorah-Marfo & Akussah, 2016).

The benefits of having social media policies and guidelines in place provide libraries with preventive measures for protection on social media against abuse and mismanagement; as well as guidance on how content is to be disseminated (San-Kong et al., 2016). It is in this regard that Cotter and Sasso (2016) propose that

libraries should adopt social media policy concomitant with ensuring patrons' privacy and ethical use of social media and protecting personal information.

However, social media controls to address risks and challenges in academic libraries are few. In that regard, authors such as Abdullah et al. (2015) and Wasike (2013) propose that there is a need for social media policy, guidelines, or strategy for addressing risks and challenges in academic libraries. Furthermore, these policies should include training, awareness and education, evaluation of impact, social media ethics, social media conduct, and staff responsibilities (Abdullah et al., 2015; Aduko and Dadzie, 2013; Ahenkorah-Marfo and Kausar, 2016b; Jian, 2015; Wasike, 2013).

A policy vacuum could be caused by factors such as the size and affiliation of the library, an overall social media policy applicable to the entire system, or the lack of authority to create a new policy (Cotter & Sasso, 2016). To address such policy deficiencies, Igwe (2017) argue that clear guidelines for social media management should be created at a professional level (such as the library association level) or institutional level (such as the departmental level).

2.7 IN SUMMARY

Social media is used for a variety of positive purposes in organisations and academic libraries. However, these platforms may also have negative implications and risks that are consistent across industries and nations. The risks themselves could be classified as technological, human/social, content, compliance, and reputational in their nature and effects. This chapter concluded with a discussion of how social media is managed through various means such as policies and strategies for the purpose of decreasing the impact and repercussions of risk on organisational operations.

The need for an approach to address staff responsibilities and training, awareness, and education, evaluation, measurement. This chapter attempted to highlight the gaps in social media management of risks and challenges from a social media governance and risk focussed perspective. Furthermore, the chapter outlined the foundational concepts or premises for a proposed social media risk management and governance

framework for academic libraries in Africa. The framework itself is the core focal point of discussion in the next chapter.

CHAPTER 3

3 SOCIAL MEDIA MANAGEMENT FRAMEWORKS

As discussed in Chapter 2, the challenges and risks of social media are managed through various policies and approaches. To develop the proposed risk-focused social media governance framework for African academic libraries, it is necessary to understand and identify risk management concepts, social media governance concepts and social media management frameworks that addresses risk management and social media governance.

3.1 INTRODUCTION

Chapter 3 presents and discusses the conceptual framework that guided the development of the proposed risk- focused social media governance framework. The chapter further discusses the components of risk management (principles, framework, and process) and their use insofar as they provide structure to positively affect the uncertainty of judgements and decision making.

The focus of the chapter then shifts to social media governance, and identifies the elements needed to manage social media risks through the governance approach. Various social media framework components (strategy, governance, and risk management), and their relevance are also identified. The chapter concludes with the proposed risk-focused social media governance for African academic libraries detailing the notion of frameworks, particularly the risk management framework, and the needed components of such a framework as these relate to social media governance.

3.2 DEFINING FRAMEWORKS

For the purpose of this study, a conceptual framework was used to construct the proposed risk focussed social media governance framework for academic libraries in Africa. The structure used to develop the conceptual framework is depicted in Figure 3-1 overleaf, with an indication of the parts or components that are foundational in the development of a risk-focused social media governance framework for academic libraries in Africa and the structure used to build the proposed framework.

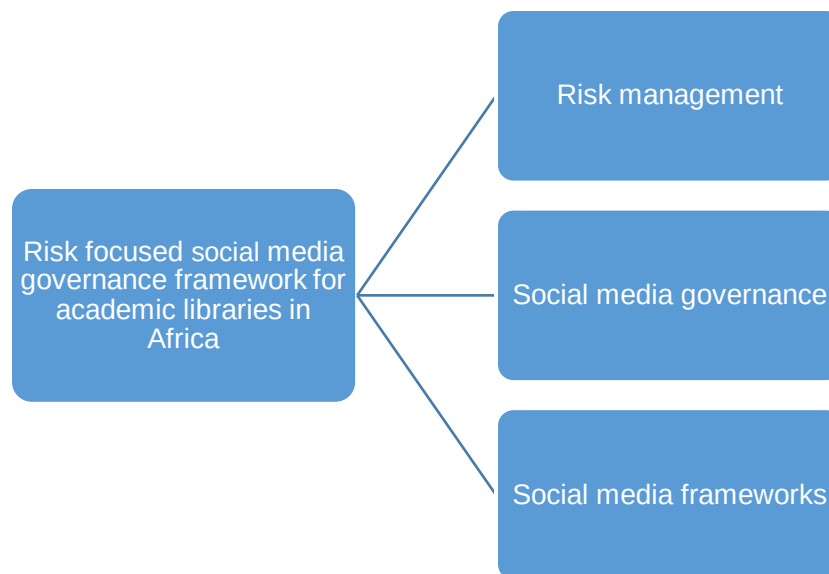


Figure 3-1: Structure of the proposed conceptual framework

The term, ‘framework’ relates to a structure, a set or system of rules, ideas, beliefs, processes, or facts which provide a support structure or point of reference for cogent decision-making (Adom, Hussein & Adu-Agyem, 2018). In the context of this research study, a framework relates to a guide for explaining, exploring and investigating an event, situation, phenomenon or behaviour by using a series of concepts as building blocks to structure a basis for decision-making or understanding of a particular theory or phenomenon (Imenda, 2014).

Accordingly, the conceptual framework will be used to build the proposed risk focussed social media governance framework for academic libraries in Africa. Jabareen (2009) and Ngulube, Mathipa, and Gumbo (2015) further add that the conceptual framework is a plan or network through which relationships of concepts and their impact provide an understanding of the phenomenon being studied or investigated. The conceptual framework is more concerned with explanation by investigating various theories, concepts or constructs and their relationships. On the other hand, a theoretical framework is more explanatory and used to understand theoretical explanations (Ngulube et al., 2015). Therefore, a theoretical framework is founded on theories obtained from literature studies that are used to analyse, explain, and understand the

world or nature and people in their naturalistic habitats (Imenda, 2014; Ngulube et al., 2015).

A conceptual framework was chosen as there is no single theory attributed to how social media risks are managed. According to Imenda (2014), Jabareen (2009), and Ngulube et al. (2015), the development of a conceptual framework should follow an inductive process in order to integrate the various concepts, theories, or components associated with the investigated phenomenon. The inductive process for this study begins with the theoretical aspects of risk management and the risk management framework, followed by an identification of available information on social media risk management practices; as well as a discussion on existing practices within the relevant social media industries. The following section describes concepts, constructs, empirical research, and governance frameworks as appropriate components of the risk management framework.

3.3 RISK MANAGEMENT COMPONENTS AND FRAMEWORKS

Risk management is an integral component of good management (Innocenti, 2007) and decision-making (Hillson, 2023). Moreover, risk management in organisations is important as uncertainties in internal and external environments of an organisation could affect an organisation's ability to achieve its goals (British Standards Institution, 2018; International Standards Organisation, 2009; Werksman Attorneys, 2017). The management of risk also supports organisational strategic objectives (Institute of Directors Southern Africa, 2016). According to the King IV report, risk management is part of good corporate governance principles and leadership (Institute of Directors, 2016). In that regard, integration of risk management into governance determines risk management effectiveness.

The risk management process entails understanding the organisational objectives, identifying the risks influencing the objectives, analysing the risks and their influence, and evaluating the organisation's response to the risks (Institute for Risk Management South Africa (IRMSA), 2014). Principles, framework and process constitute three (3) basic risk management components (British Standards Institution, 2018). These components are represented in Figure 3-2 (overleaf) vital aspects of risk management.

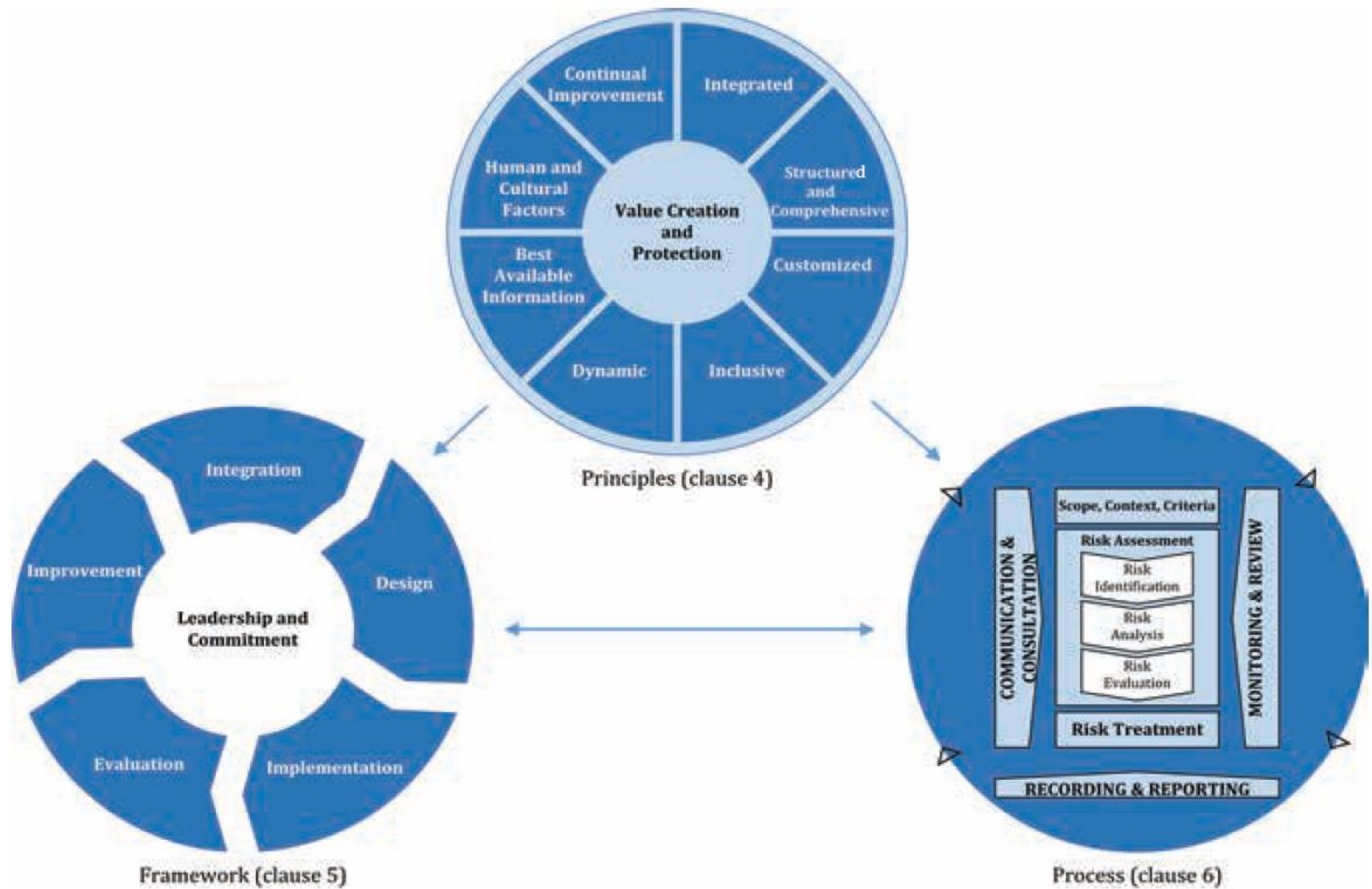


Figure 3-2: Risk management components

Source: The British Standards Institution (2018)

The components depicted in Figure 3-2 could be used, adopted, and customised in any industry or organisation in order to manage risk (British Standards Institution, 2018). These components are discussed further in the following sections.

3.3.1 Risk Management Principles

Risk management principles are based on the creation and protection of value, improvement of performance, encouraging innovation, and supporting the achievement of organisational objectives (British Standards Institution, 2018; International Standards Organisation, 2009). The risk management principles are the foundation of risk management and provide “guidance on the characteristics of effective and efficient risk management, communicating its value and explaining its intention and purpose. organisations with guidance” (British Standards Institution, 2018:2). The risk management principles are central to establishing a risk management framework, which is then discussed below.

3.3.2 Risk Management Framework

Risk management is applied in organisations through a risk management framework, which assists organisations to integrate risk management into an organisations' activities and functions (British Standards Institution, 2018; International Standards Organisation, 2009). The components of a risk management framework are integration, design, implementation, evaluation and improvement; all of which can be customised according to the organisational needs as depicted in Figure 3-1 (International Standards Organisation, 2009). The use of this framework is helpful in organisations as follows:

- assessing their current risk management practices (using the components to assess the current practice of risk management); and
- identifying areas that need improvement and addressing the them through this framework (International Standards Organisation, 2009)

The risk process should be aligned to the risk management framework and is discussed next.

3.3.3 Risk Management Process

The third component to risk management is the risk management process, and encompasses the activities of communicating, consulting, context, assessment and monitoring, and reporting risk (British Standards Institution, 2018) (see Figure 3-2).

The communication and consultation elements allow for dialogue in order to understand risk and feedback opportunities from stakeholders concerning the risk itself (British Standards Institution, 2018). The risk management process can be determined through the contextual, scope and criteria factors attendant to the very risk that has been identified. This also allows for the risk management process to be customised in order to harmonise the needs of the organisation or process and ensure appropriate risk assessment (to identify analyse and evaluate risk) and risk treatment (to address risk) (British Standards Institution, 2018).

Whereas the risk management process factors or standards highlighted above are internationally oriented, the next discussion premises on a more localised context, in terms of which the Institute for Risk Management South Africa (IRMSA), whose framework is cited as a point of reference.

3.3.4 The IRMSA Risk Management Framework

The IRMSA framework aligns to worldwide risk management guidelines standard (ISO 31000: 2018), while also adhering to the context, environment, and laws of South Africa (Institute for Risk Management South Africa (IRMSA), 2014). Both the ISO 31000 (2018) and King IV risk management concepts are aligned with, and integrated into the IRMSA framework, whose composite elements are depicted in Figure 3-3 . The IRMSA risk framework is relevant to the study's development of the proposed framework as it uses a cycle to demonstrate the elements of the risk management framework, the stakeholder importance to risk framework, and the process of risk management.

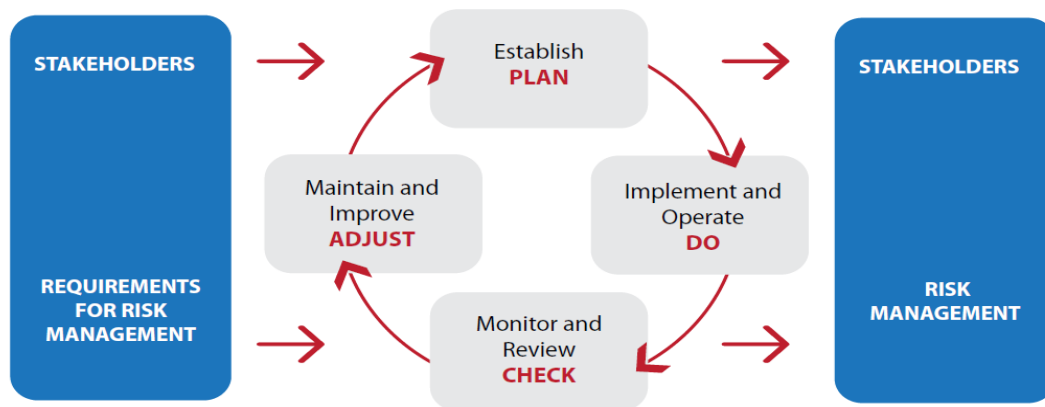


Figure 3-3: IRMSA risk management framework

Source: Institute for Risk Management South Africa (IRMSA), 2014

Based on Figure 3-3, the researcher concludes that the risk management framework and its attendant risk processes are underpinned by risk management principles, and that the framework and processes can be customised or aligned with organisational culture, strategy, and objectives. Due to the study's fundamental focus on the academic library, it is then necessary to discuss risk management implementation in libraries.

3.3.5 Risk Management Implementation in Libraries

Academic libraries have integrated risk management aspects and principles into their various operational areas, ranging from risk management frameworks and practices; risk analysis and assessment in collection management and preservation; library standards and archiving, continuity, and disaster management, to name a few. Some examples of such implementation are discussed below.

The British Library and National Library of Australia have implemented risk management in its operations through risk management frameworks in order to manage risk in terms of identification, mitigation, scoring, reporting and governance (British Library, 2021; National Library of Australia, nd). The framework is aligned with the Government Orange Book as well as the ISO 31000 (2018) international standard and relevant to the British Library (British Library, 2021). The framework elements include risk identification, risk handling activities, and involvement of stakeholders.

Thus, the integration of risk framework, principles and process are present in the policy framework. The National Library of Australia (NLA) manages strategic and operational risks to sustain their value through the implementation of a risk management framework aligned to the Australian Government accountability framework (National Library of Australia, nd). Risk management principles, framework and process components are clear in the library's risk management framework, as depicted in Figure 3-4. It is by means of the framework that the library establishes the risk tolerance and assesses risks that may affect its operations and managing the risks accordingly.

Risk planning and management in the Library



Figure 3-3: National Library of Australia risk planning and management framework

Source: National Library of Australia (nd)

Risk management in academic libraries is also implemented as an institution-wide standard. One such example is that of the Committee of Higher Education Libraries of South Africa (CHELSA) academic library standards framework. The CHELSA standards framework serves as a guideline and tool to assist academic libraries in South Africa to benchmark and assess their strategic planning, resource planning and identification of improvement in terms of:

- Imbalances or disparities in resources and facilities;
- Good governance, strategic planning, advocacy, and accountability;
- Provision or delivery of quality services; and

- Academic libraries as partners in teaching, learning and research (Committee of Higher Education Libraries of South Africa, 2019).

Principle One (1) of CHELSA's academic libraries standards framework relates to governance and risk management, which should be incorporated in a library's strategic process (Committee of Higher Education Libraries of South Africa, 2019). In that regard, the measurable outcome or performance indicator is that, "A risk management strategy that identifies, assesses, prioritizes and controls risks across the library, with a coordinated and cost-effective application of resources to minimize, monitor, and control the probability and/or impact of adverse events or to maximize the realization of opportunities" (Committee of Higher Education Libraries of South Africa, 2019:11).

This performance indicator is in alignment with risk management principles as discussed in Sub-section 3.3.1 previously. Furthermore, Saarti and Balagué (2020) allude that implementation of risk management principles in the entire library and its management are helpful in identifying, analysing, evaluating and managing risks related to the continuity and security of Library services, people, building, equipment and Information and Communication Technology (ICT).

The International Federation of Library Associations and Institutions (IFLA) provides tools to assist libraries in their quest to reduce risks associated with the preservation, conservation, and storage of collections. To that effect, a "*Risk register toolkit*" for documentary heritage collections is available that can assist libraries to digitally identify, prevent and manage the risk of losing documentary heritage collections (International Federation Of Library Associations And Institutions (IFLA), 2015; Masenya & Ngulube, 2020). The Digital Repository Audit Method Based On Risk Assessment (DRAMBORA) is such an example of incorporating risk management into digital repositories (Digital Curation Centre, 2022, Digital Curation Centre and Digital Preservation Europe, 2015).

The DRAMBORA assists libraries to assess risks of digital repositories by identifying and managing possible risks (Innocenti, 2007; Pejšová & Vaska, 2012). Such risk assessment and management enable libraries to ensure sustainability of content and success of digital repositories.

The implementation of risk management also serves an archival function, such as the Digital Archiving Graphical Risk Assessment Model (DiAGRAM), which assists archivists to manage digital preservation risk by identifying and understanding the various risks associated with digital preservation, through a risk management framework. Archivists are able to also analyse risks and threats and the impact of such risks and threats (Barons, Bhatia, Double, Fonseca, Green, Krol, Merwood, Mulinder, Ranade & Smith, 2021).

From reviewing the different integration models of risk management in libraries, the relevance of the proposed risk management framework is discussed next.

3.3.6 Relevance of Proposed Risk Management Framework

From a standards and library operational perspective, risk management components (principles, framework, and process) are key to effective implementation of risk management and decision-making within the library industry (Section 3.3 and Section 3.3.5).

The implementation of risk management is also seen in other processes linked to the preservation and conservation of library collections. Therefore, the risk management principles, framework and process are applicable and necessary for the foundation of the development of the proposed framework. Due to the study's focus on social media, the implementation of the risk management components would then be framed in the context of social media management, and not on the entire Library operations and management aspects. In this regard, the "risk process" constitutes the risk management component that is applicable to the study's proposed framework, which then correspondingly establishes the "risk focus" element of the proposed framework.

However, applying risk management to social media shifts the focus to the second element of the proposed framework, which is "social media governance" and is discussed next as one of the core elements that underpin the proposed framework are next discussed.

3.4 SOCIAL MEDIA GOVERNANCE

Social media governance is defined as “formal or informal frameworks which regulate the actions of the members of an organisation within the social web”, and has also brought the need for many different stakeholders, as well as organisational and regulatory structures (Linke & Zerfass, 2013: 274). Social media governance can be used to mitigate potential risks of social media (discussed elaborately in Section 2.6.3 of Chapter 2) since it is broader than only policy and strategy (Flew, 2015; Linke & Zerfass, 2013; van den Berg & Verhoeven, 2017; Zerfass et al., 2011). For organisations, the success of social media is linked to the relationship between the rules, resources and implementation (Linke & Zerfass, 2013) as implementation alone cannot succeed without the organisational structures and resources required for social media.

Social media governance is needed (instead of only social media policy and management) to maintain the social media value to the organisation, and for minimizing the risk associated with the use of social media (Boudreaux, 2011; Macnamara & Zerfass, 2012; Zerfass et al., 2011). Thus, the value creation of social media management through a governance approach aligns with the risk management principles and foundation of risk management framework (see Section 3.3). Figure 3-5 (overleaf) depicts the various elements of social media governance.



Figure 3-4: Social media governance elements

Source: Graphic created by Researcher from literature consulted Linke and Zerfass, 2013; Flew, 2015; Macnamara & Zerfass, 2012; Macnamara, 2011; Zerfass et al., 2011; van den Berg & Verhoeven, 2017.

The elements or concepts included in a social media governance are summarised in Figure 3-5 and derives from the work of various authors cited. The purpose of the governance framework (depicted in Figure 3-5) is to manage and regulate social media and its impact on internal and external operations and the environment through governance, policy, and regulatory structures (Linke & Zerfass, 2013). Such a governance framework includes strategy, expectations, rights, responsibilities, monitoring and performance indicators (Zerfass et al., 2011). Furthermore, social media governance provides employees with direction and describes the organisation's social media expectations as well as employees' rights and responsibilities when using social media in business (van den Berg & Verhoeven, 2017).

The social media governance framework is also viewed as an overall framework that is in line with the corporate governance theory (Linke & Zerfass, 2013). This alignment is consistent with the good corporate governance principle twelve (12) as recommended in the King IV report (Institute of Directors Southern Africa, 2016), which is discussed in the next section.

3.5 SOCIAL MEDIA GOVERNANCE FRAMEWORK VS GOOD CORPORATE GOVERNANCE

According to Principle 12 of the King IV good corporate governance, “The governing body should govern technology and information in a way that supports the organisation setting and achieving its strategic objectives” (Institute of Directors Southern Africa, 2016: 62). This principle focuses specifically on the management of technology and information as separate entities, and emphasises on the strategic value of information and technology, the risk of information and technology, and recommends organisational practices that are commensurate with good corporate governance (Deloitte, 2016, Evans, 2017; Werksman Attorneys, 2017). In this regard, social media governance corresponds with the principle of good governance in overall technology governance.

Therefore, social media governance is broader and more aligned with risk management components. More risk-related frameworks in social media management that are discussed next.

3.6 SOCIAL MEDIA FRAMEWORKS

As discussed in Section 2.6 of Chapter 2, many organisations have implemented social media management approaches, including strategies, policies, and processes that manage social media challenges and risks. In addition to these management approaches, various forms of social media frameworks have been developed in the social media ecology (Kietzmann et al., 2011), target audience selection (Kaplan & Haenlein, 2016), strategy (Spil, Effing & Both, 2016), governance, and analytics (Zhan et al., 2021), to name a few.

For the purpose of this study, the discussion pertaining to social media frameworks was limited to the social media governance elements and presented below in the context of social media strategy frameworks, and social media risk and governance frameworks.

3.6.1 Social Media Strategy Frameworks

Social media strategy frameworks are different from social media policies (see Section 2.7.1) and social media strategies (see Section 2.7.1). Whereas policies regulate and

support social media use and provide educational control, the strategy framework, provides the organisation with a 'road map' or direction intended to achieve the organisation's social media strategy (Boudreaux, 2011). The social media strategy frameworks contain critical success factors, content, culture, process, metrics, people, which assists in the creation and improvement of social media strategies (Boudreaux, 2011). Some of the developed social media strategy frameworks have a specific focus, and can be used by organisations for various purposes, including the following:

- Determining social media gaps and readiness to improve social media adoption and implementation (Hoffman & Fodor, 2010; Kietzmann et al., 2011; Larson & Watson, 2011);
- Analysing social media strategies with the focus on the comprehensiveness of the social media strategies and taking into account the maturity levels of the social media strategy (Effing & Spil, 2016);
- Understanding social media functional traits and implications to the organisation (Kietzmann et al., 2011);
- Measuring the business value of the effects of social media (Gilfoil & Jobs, 2012; Hoffman & Fodor, 2010; Larson & Watson, 2011); and
- Assisting organisations with social media strategy development through risk management (scope, capabilities, and governance) (Werder et al., 2014)

Table 3-1: Social media strategy framework focus

Authors	Elements in Social Media Strategy Frameworks	Focus of Social Media Strategy Frameworks
Lardi & Fuchs, 2013.	Inclusion of organisational structure, goals and objectives, risk, governance stakeholder collaboration, staff training, analysis, monitoring	Implementation of social media strategy
Ogbuji & Papazafeiropoulou (2016) <i>adapted from Lardi & Fuchs, 2013.</i>	Inclusion of organisational structure risk governance stakeholder collaboration, staff training, analysis, monitoring, social media platform selection and evaluation	Adoption and implementation of social media
.	Presence, relationship, reputation, groups, identification, conversation, sharing	Users engage with social media.
.	Audience channel choices goals, resources policies, monitoring, content	Development of a social media strategy

Authors	Elements in Social Media Strategy Frameworks	Focus of Social Media Strategy Frameworks
Gilfoil & Jobs, 2012.	Goals, and objectives, communication, implementation, monitoring adjustments	Measure the effectiveness of social media
Felix et al., 2017.	Social media scope, stakeholders, culture, organisational structure (responsibility), governance (rules, guidelines)	Holistic Framework; Integrative framework

Source: Graphic created by researcher from various literature sources consulted

A comparison of the strategy frameworks to the social media governance elements reveals that some of the frameworks discussed address social governance elements (objectives, goals, culture, resources, measurement and monitoring, training) and, to a lesser extent, the risk process itself. Some of the frameworks also focused on channel or platform selection, implementation, and content. As a result, it was critical to examine social media frameworks that specifically focus on governance and risk management.

3.6.2 Social Media Risk and Governance Frameworks

Two (2) social media frameworks (Liew, 2022; Werder et al., 2014) were identified that specifically and explicitly includes governance and risk management. The two frameworks are discussed in the sections below.

3.6.2.1 The Social Media Strategy Framework

This framework developed by Werder et al. (2014) is categorised into three composite parts, namely: governance, scope, and capabilities. Social media strategy development should include all three components if social media is to be linked to organisational strategy. The **scope** component focuses on internal and external stakeholders, social media to be used, as well as stakeholder relationships. The **capabilities** component is concerned with competitive advantages and the alignment of organisational and social media objectives. The **governance** component on the other hand, is associated with the social media value, its measurement, the

organisation's structure, its responsibilities, resources, and risk management. Figure 3-6 depicts these three framework components and their associated variables.

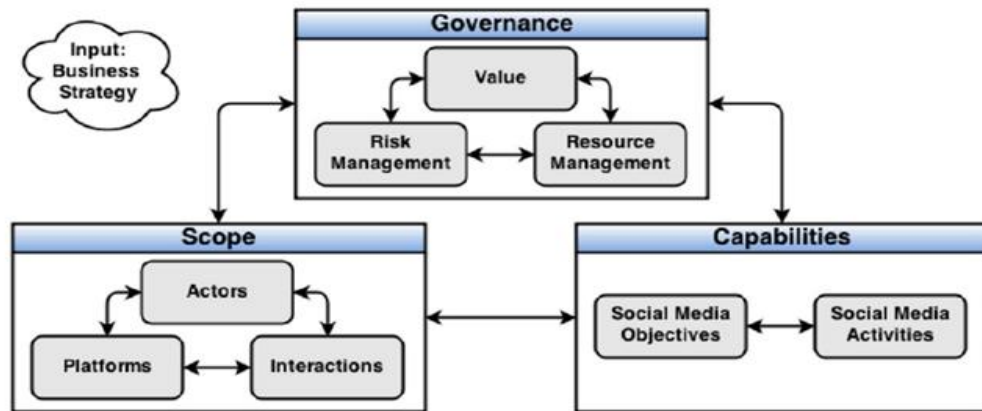


Figure 3-5: Social media strategic framework

Source: Werder et al. (2014).

The framework depicted in Figure 3-6 (overleaf) is linked to the frameworks discussed in Section 3.6.1 but adds a governance component that is separate but interconnected to the scope and capabilities components. The framework is further noted for its explicit integration of risk management as a sub section in the governance component.

3.6.2.2 Pillar Framework for Social Media Risk Management

A second framework identified for the purpose of the study is the pillar framework for social media risk management in memory institutions, as proposed by Liew (2022). The purpose of this framework is to guide memory institutions in their management of their social media risks. Additionally, the governance component entails identification of social media goals and risks, social media policies and guidelines, risk tolerance and culture, roles, accountability, and responsibilities.

The governance component also entails coordination, crisis management and training. This aligns with the social media governance discussion and elements identified in Section 3.4. A comparison of the governance component and the framework proposed by Werder et al. (2014) shows that the pillar framework governance components entails more social media governance elements than in Werder et al.'s (2014) proposition.

The second component of the pillar framework focusses on processes. The processes component entails the risk process, which is also discussed as a component of risk management (see Section 3.3.3). In the process component, social media risks are identified and assessed, a mitigation plan is developed, and performance monitoring is measured through performance indicators, risk indicators, improvement, and adjustment. In comparison to the Werder et al. (2014) framework and social media strategy framework discussed in Table 3-1 previously, the pillar framework has a separate and stand-alone risk process component which explicitly addresses the risk process and stages required to manage social media risks.

The third component in this framework relates to systems needed to monitor social media activities and content. Accordingly, the focus is on systems implemented to gather data from social media, which is used for the risk process. Notably, both the frameworks proposed by Liew (2022) and Werder et al., (2014) respectively demonstrate the inter-relatedness of components, and that they are not divisible stand-alone framework components. Figure 3-7 overleaf is a representation of the pillar framework and its three (3) components, namely: governance, process, and systems.

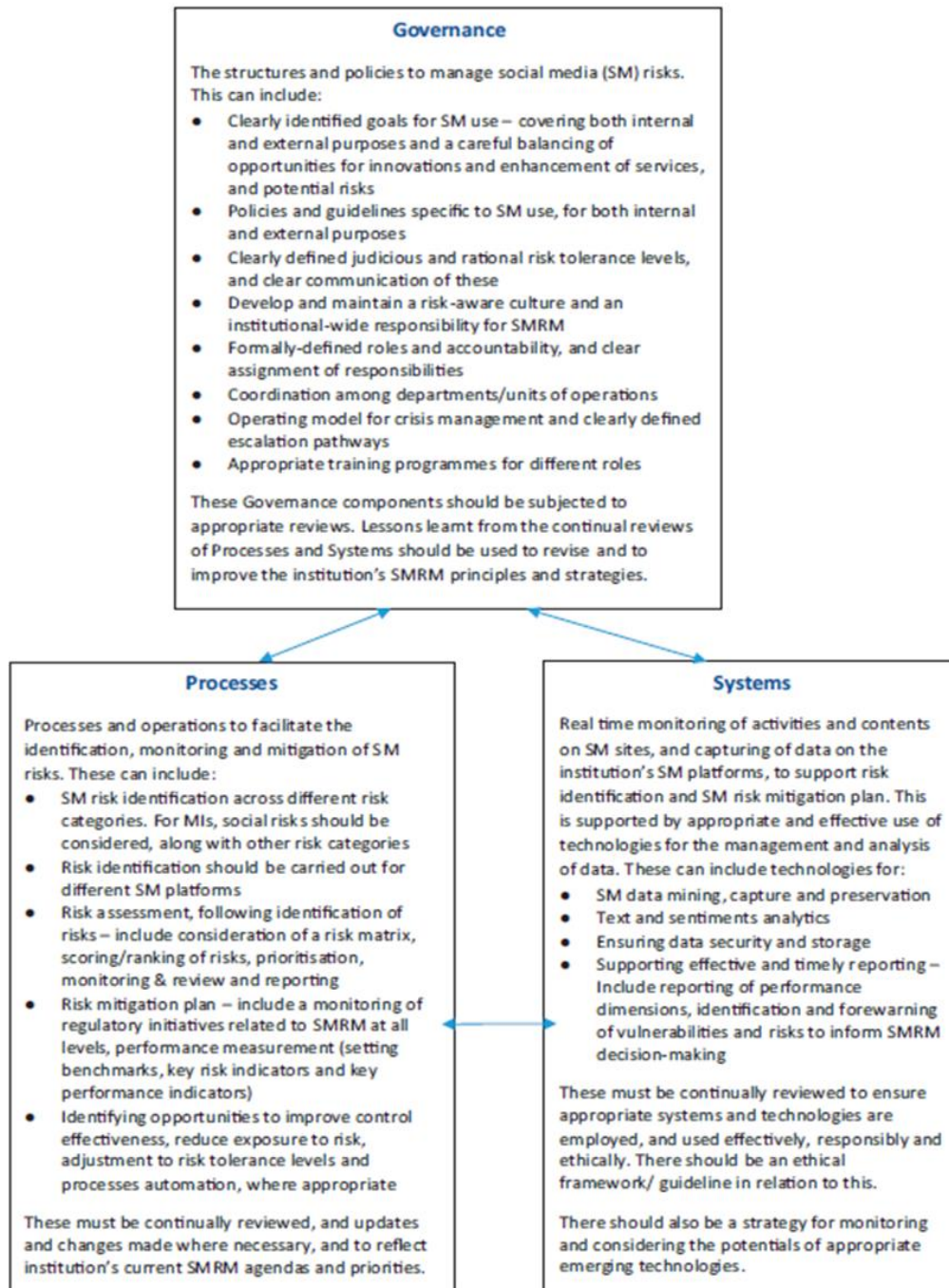


Figure 3-6: Pillar framework for social media risk management in memory institutions

Source: Liew (2022)

3.6.2.3 Social Media Governance Framework

The social media governance framework proposed by Mennie (2015) is categorised into four levels. Governance in social media ensures that the various stakeholders involved with social media are aware of their roles, responsibilities and able to collaborate towards a common goal and objectives. Various processes and systems

are put in place through governance to ensure that stakeholders can collaborate toward a common goal, as well as managing social media risks and monitoring risks in three levels as depicted in Table 3-2 .

Table 3.2 Social media governance framework

THE BOARD					Level 1: Sponsorship	
GOVERNANCE FRAMEWORK	WORKING GROUPS/ OVERSIGHT COMMITTEES				INTERNAL AUDIT	Level 2: Oversight
	Risk Compliance and Legal	Human Resources	Marketing	Communications		
	Customer Service	Recruitment	Sales	Information Technology		
	Policies	Process Systems Control		Securities		
	PEOPLE					
	BUSINESS RESILIENCE AND CRISIS MANAGEMENT				Level 3: Operations and Management	
	ONGOING MONITORING				Level 4: Continuity	

Source: Mennie (2015)

In Level 1, the **sponsorship** relates to support for social media implementation from a higher level in an organisation that is able to provide support, funding, or a championing activity (see level 1 in Table 3-2).

Level 2 refers to **oversight** (ownership, responsibilities, and accountability) (see level 2 in Table 3-2) is highlighted in this framework as an important element due to the various stakeholders involved and the impact on decision making. In this framework, the aspects/ components of working groups, oversight and sponsorship are also highlighted. Working groups and oversight ensures that stakeholders are able to have discussion around potential issues relating to social media and sponsorship. The oversight and working groups may include activities of monitoring and measuring as indicated in the social media governance elements. The purpose of oversight and working groups is also to

identify and discuss potential risks and the management of risks to the organisational objectives.

Level 3 is concerned with the **operations and management**. This level is more extensive in terms of the various related activities. Policies, procedures, processes, systems controls, security, and people are all included in this level. Sub-activities in this regard include approvals and processes, moderation (comments, content, censorship, copyright), data quality, analysis, monitoring and listening, performance indicators, procedures, policies, training, and awareness.

Level 4 relates to business resilience, crisis management and ongoing monitoring. In this level, crisis management is viewed as an important part of social media governance, in terms of which organisations are able to assess a crisis that may emerge and to implement management strategies accordingly. The notion of crisis response strategy is also addressed as part of the continuity level.

This framework comprehensively addresses and integrates both risk management and social media governance elements. Compared to the frameworks from Liew (2022) and Werder et al. (2014) that package the components as governance, process, systems and governance, scope and capabilities, this social media governance framework packages its components in terms of sponsorship, working group/ oversight, operations management and continuity. The framework also adds the component of crisis management and business resilience which is not included in the Liew (2022) and Werder et al. (2014) frameworks.

Three frameworks of social media governance that incorporate risk management were identified and discussed, also noting their similarities and differences. For the purpose of this study, it is both relevant and imperative to also discuss possible social media governance frameworks in libraries.

3.7 SOCIAL MEDIA GOVERNANCE IN ACADEMIC LIBRARIES

Social media guidelines for libraries were developed by King (2015) and published as a Library Technology report in 2015 by the American Library Association (ALA). These guidelines provide guidance on the management, implementation, and measurement of social media in libraries. Another policy and implementation framework to address social media management in libraries was published by the ALA for academic and public libraries. A comparison of both the social media governance, risk management frameworks, and the risk management components on the other, reveals that there are disparities and similarities as presented in Table 3-2.

When comparing the contents of the two sets of guidelines, it is possible to conclude that the elements contained address some of the social media governance elements (strategy, responsibilities, objectives, scope, measurement, monitoring, and performance indicators) and, to a lesser extent, risk management. Table 3-3 (overleaf) is a representation of the elements of the social media guidelines for academic libraries.

Table 3-2: Elements of the social media guidelines for academic libraries

Guideline author	Components in guidelines	Comparing to section 3.4. and 3.5.
American Library Association (2018)	Set up the channel	Platform implementation <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Create goals and strategy	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Listen	Monitoring <i>Social media strategy frameworks</i> <i>Social media governance elements</i> <i>Frameworks (Liew, 2022; Werder et al., 2014)</i>
	Create a team	Relates to the organisational structures (responsibilities, staff) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Create content	<i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Analytics to Measure (Metrics related to activity, audience, engagement, referral, Return On Investment (ROI))	Measurement, analytics, Performance indicators <i>social media governance</i>

Guideline author	Components in guidelines	Comparing to section 3.4. and 3.5.
		<i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Purpose and Scope	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Audience	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Staff responsibilities	Relates to the organisational structures (goals, objectives) <i>social media governance.</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Reconsideration	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Accepted behaviour	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Consequences	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Disclaimer	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>
	Privacy	Relates to the organisational structures (goals, objectives) <i>social media governance</i> <i>social media strategy frameworks (Liew, 2022; Werder et al., 2014)</i>

Source: Table developed based on consulting sources King, 2015, American Library Association (2018)

In terms of Table 3-3 (), the elements of the social media guidelines for academic libraries consist of both the library social media guidelines components and social

media governance, risk management frameworks and the risk management components.

The Gaps in the Library Guidelines

The social media management guidelines implementation by King (2015) (setup of social media) is undertaken first before the consideration of governance (objectives, goals, resources). According to the social media governance framework, organisations should first determine the organisational structural components (for example goals, objectives, resources, and staff training) prior to the implementation of social media (Linke & Zerfass, 2013).

The second notable element that is missing in these guidelines is the social media risk management, as compared to the framework proposed by Liew (2022). The guidelines do not address any management of social media risks in any of the components. Compared to the elements of guidelines and policies as an element of social media governance, the guideline does not address the aspect of policy.

The policy and implementation framework for libraries serves as a guide for libraries insofar as developing a policy to manage social media (American Library Association, 2018). The nature and scope of the guidelines situate the focus mainly on organisational structures, the guidelines and policy elements of social media governance, and exclude aspects such as training, monitoring, performance indicators or risk processes.

Following discussions on the various social media frameworks, it is then necessary to discuss the relevance of the proposed framework.

3.8 RELEVANCE OF SOCIAL MEDIA FRAMEWORKS

The relevance of the social media frameworks was presaged by the discussion in Section 3.5 in relation to development of the study's proposed framework, and also compared to the social media governance elements, social media challenges (section 2.6.2) and risk management component (that is risk process) (see Table 3-4 overleaf). The social media frameworks that contained more of the social media governance

elements (by incorporating risk management) social media challenges (compared to Table 2-4) were selected for the development of the study's proposed framework.

Table 3-4 overleaf depicts the selected social media frameworks in comparison with social media governance elements, challenges, and risk management as present in the selected frameworks. In this table, the colour green represents the frameworks that have the social media governance element and social media challenge (y), and the colour white (x) indicates the social media element or challenge that could not be identified in the framework; while the light orange colour (p) indicates the element or challenge that is partially addressed in the framework.

Table 3-3: Social media governance elements vs identified social media frameworks

	Ogbuji and Papazafeiropoulou (2016)	Felix et al.(2017)	Liew, (2022)	Effing and Spil (2016)	Effing (2013)	Mennie (2015)	Werder et al. (2014)	King (2015)	American Library Association (2018)
Organisational structures (scope, objectives, structures, stakeholders, responsibilities, culture, resources)	y	y	y	y	y	y	y	y	y
Guidelines & policies	y	y	y	y	y	y	x	y	y
Monitoring	y	x	y	y	y	y	p	p	x
Measurement & evaluation	y	x	y	y	y	y	y	y	x
Performance indicators (tools: Reach, engagement, influence, advocacy)	x	x	x	x	y	y	p	y	x
Staff training	y	x	y	y	x	y	y	p	x
Social media challenges (Table 2-6)	p	p	p	p	p	p	p	p	p
Risk process	p	x	y	x	x	y	y	x	x

Source: Table developed based on consulting sources as indicated in the first row of the table

The following section discusses the elements identified in Table 3-3.

3.8.1 Social media governance element vs social media frameworks

All the frameworks selected includes social media organisational structures (scope, objectives, structures, stakeholders, responsibilities, culture, resources. Eight (8) of the nine (9) selected frameworks include social media guidelines and policies. The monitoring, measurement and evaluation, and performance indicators elements are not included in all selected frameworks and therefore none of them are fully suitable for this research.

3.8.2 Social media risks vs social media frameworks

From Table 3-4 one (1) framework partially addresses social media risk (Ogbuji & Papazafeiropoulou, 2016) and three (3) frameworks (Liew, 2022; Mennie, 2015 & Werder, et. al., 2014) fully address social media risk. The following section describes how each of the above four (4) frameworks address risk. The social media framework by Ogbuji and Papazafeiropoulou (2016) includes social media risk under phase one (1), as part of the key considerations in strategy development.

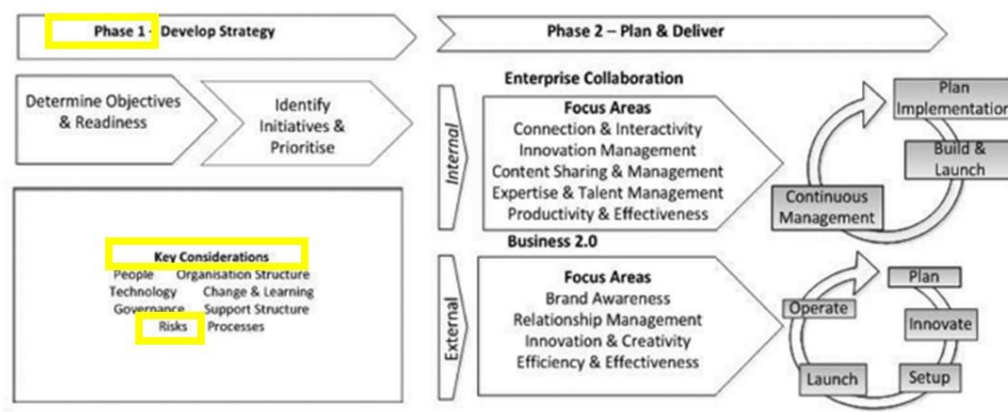


Figure 3-7: Social media strategies for companies' framework highlighting risk integration

Source: Ogbuji and Papazafeiropoulou (2016)

Liew (2022) includes risk management under the process pillar (Figure 3-7). This pillar focuses processes and operations relating to mitigating social media risks. processes

and operations. The “processes” pillar includes risk identification, assessment and risk monitoring and review and reporting. The pillar further includes the risk mitigation plan, and identification of opportunities to improve risk effectiveness and tolerance. It is deduced from Liew (2022) that risk operations and processes form a pillar to social media risk management, compared to the framework by Ogbuji and Papazafeiropoulou (2016) where risk is a key consideration only in the strategy development phase.

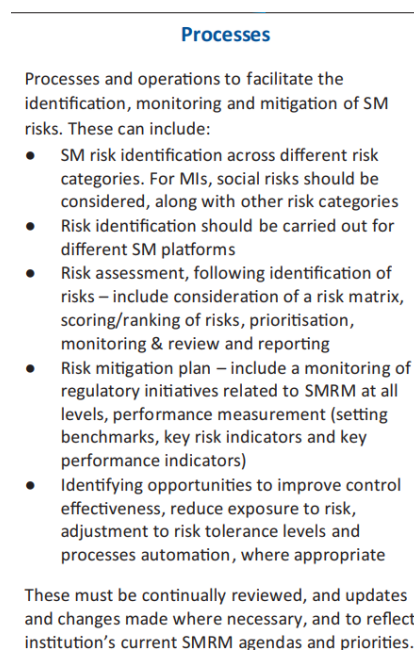


Figure 3-8: Liew (2022) processes pillar

Source: Liew (2022)

Mennie (2015) (Figure 3-8) on the other hand includes risk in the overall governance framework where it is included in the oversight level and part of the working groups / oversight committee and part of the internal audit component.

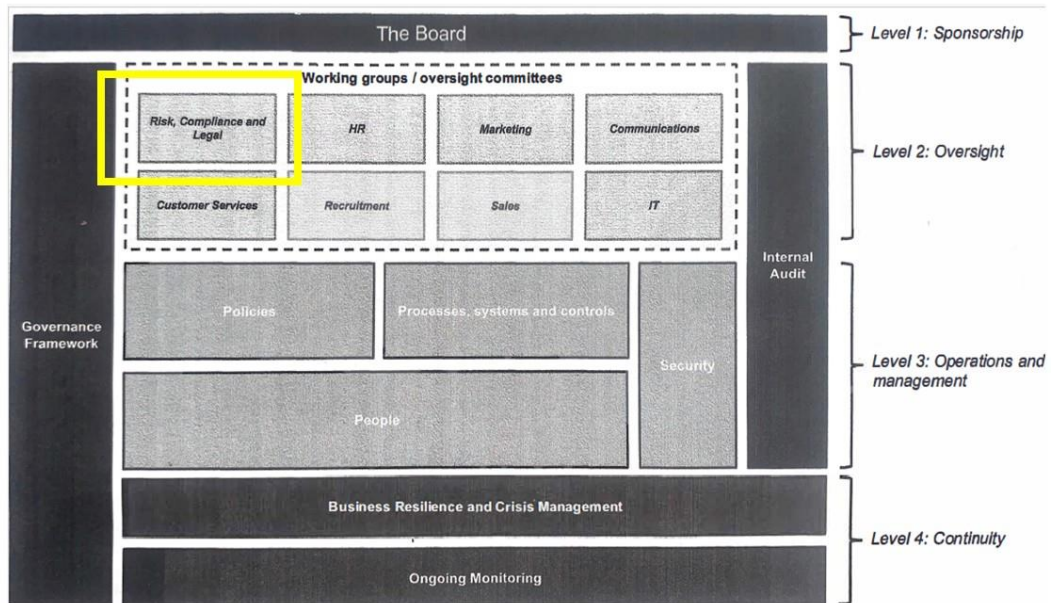


Figure 3-9: Social media governance framework

Source: Mennie (2015)

Werder et al. (2014) includes risk management as part of the governance section within the social media governance framework. Within governance risk management influences value and resource management, and vice versa.

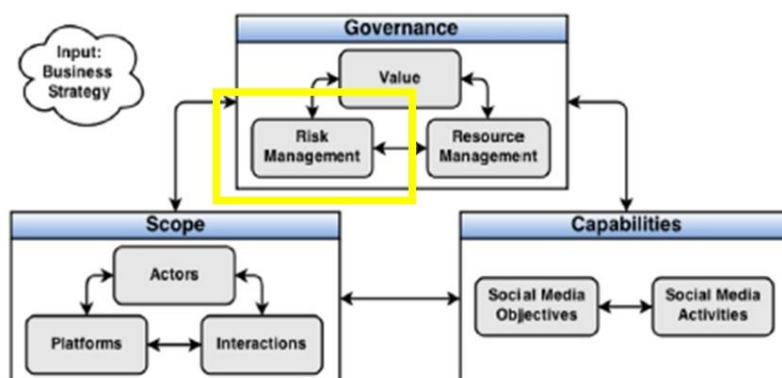


Figure 3-10: Social media strategy framework highlighting the risk management element

Source: Werder et al. (2014)

3.8.3 Social media challenges vs social media frameworks

Social media challenges (as grouped in Table 2-6) are not explicitly addressed in the frameworks Table 3-4. The frameworks assessed in Table 3-4. partially address the challenges as identified in Table 2-6 :

- Most of the frameworks to an extent mentions policies;
- Ogbuji and Papazafeiropoulou (2016) addresses people and change, and Werder et. al., mentions actors and interactions and Liew (2022) addressed people roles and responsibilities;
- Mennie (2015) explicitly includes security in the framework;
- However, challenges related to lack of management, change management and financial challenges are not addressed and
- Ogbuji and Papazafeiropoulou (2016) addresses technology.

What was noted is that these frameworks do not explicitly mention any area of ethical and moral challenges, language challenges privacy and confidentiality, challenges related to time, commitment, internet access network or bandwidth.

Following the above review, it was determined that only one framework (Mennie 2015), includes all the elements of social media governance and risk management components as well as the partial coverage of social media challenges. However, for the development of the proposed framework, a combination of core concepts (risk management and social media governance) and frameworks was preferred. These relevant core concepts were taken into consideration for the framework development is discussed in the following section.

3.8.4 Risk Management

The IRMSA risk management framework and Risk Management Guidelines Standard 31000 (2018) were relevant and used to obtain greater understanding of the principles underpinning the proposed framework of risk management, which is centrally located within the “risk”. It was, therefore, important to ensure that the management of risk in the framework aligns with the risk management guidelines.

3.8.5 Social Media Governance

The second core element to the proposed framework was based on the works of Flew (2015), Macnamara (2011), Macnamara and Zerfass (2012), Mennie (2015), van den Berg and Verhoeven (2017), and Zerfass et al. (2011). These works provided seminal understanding and core elements encompassing social media governance.

3.8.6 Social Media Frameworks

The social media frameworks identified provided an understanding of how social media governance and risk management principles can be integrated into a social media management framework specific to the elements, as identified in the applicable core framework concepts proposed by Liew (2022) and Mennie (2015). The framework developed by Mennie (2015) provides a comprehensive layout of the core concepts. The pillar framework proposed by Liew (2022) is presented in three simple components, and comprehensively covers the core concepts for the proposed framework. However, details concerning the performance indicators are less noticeable. Therefore, reference to the work of King (2015) relates to the library environment and provides more context description relevant to some of the core concepts. Based on the above, the proposed risk focused social media governance framework for African academic libraries is presented in the next section.

3.9 PROPOSED FRAMEWORK

The proposed risk focused social media governance framework for African academic libraries was developed based on elements from risk management components (principles, framework, and process), social media governance elements and designed around the identified social media frameworks as discussed in Section 3.8. The proposed framework for academic libraries in Africa is depicted in Figure 3-11.

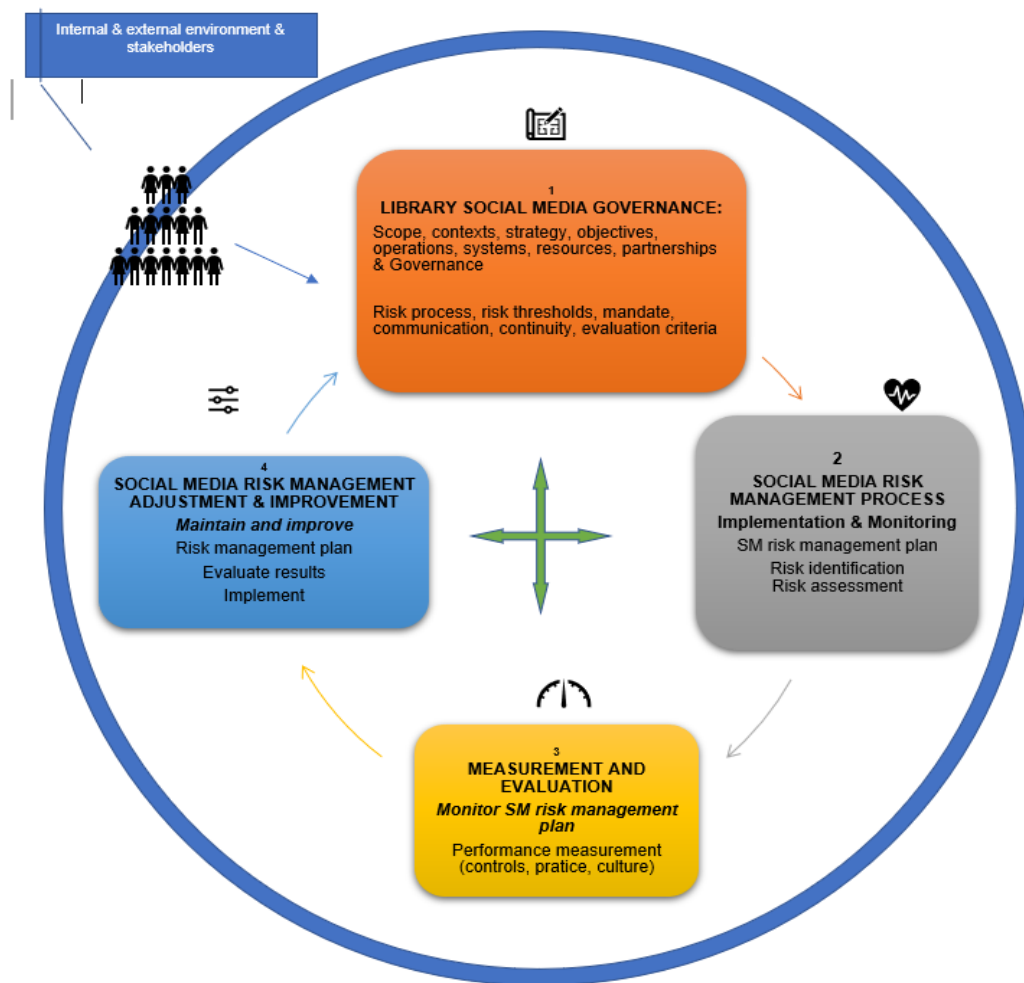


Figure 3-11: Proposed risk focused social media governance framework for African academic libraries

Source: Researcher developed framework based on frameworks identified in Section 3.8

A more detailed description of the proposed elements follows the graphic presentation.

3.9.1 Internal and external stakeholders

The internal and external stakeholders represent all those stakeholders within the internal and external environment that the library operates in. The internal stakeholders are those stakeholders that are within the library (departments, sections, or processes), Library management, and within the parent institution (institutional support and academic departments), all library clients (students, researchers, and academic).

External stakeholders are those stakeholders that the library interacts with, or has relationships with or that may influence the library social media use (for example government departments, councils, associations, other university libraries, and suppliers. The stakeholders have an influence on governance elements but may also have an influence in other phases of the framework.

3.9.2 Library social media governance

During this phase the library sets and aligns the social media objectives and goals. These are aligned with that of the internal and external environment as needed. The library uses this phase to determine the how, why, when, who of the social media implementation. Training for staff is included in this phase. During this stage the library determines the social media risk culture, tolerance, and appetite levels that the library is able to absorb. For academic libraries many of the challenges faced with social media implementation was related to this element according to the literature review (Section 2.6.1. & 2.7.4) i.e., management, leadership, resources, staffing and workflow to name a few. This is therefore an important element identified to be included in the proposed framework. The lower-level elements within this phase are depicted in Figure 3-12.

Library Social media governance (elements)	Social media objectives aligned with organizational and Library objectives and strategy Goals
	Policies & Guidelines
	Resources (staffing, budgets, technologies)
	Processes
	Responsibilities and accountabilities
	Training
	Performance indicators identified
	Monitoring systems identified
	Risk management process planned
	Risk culture, risk tolerence, risk appetite

Figure 3-12: Elements in the Library Social media governance phase

The social media risk management process phase is discussed in the following section.

3.9.3 Social media risk management process

During this phase the social media risk management plan is implemented. The library will identify, assess, and mitigate social media risks. The risk management process is thus fully implemented according to the plan established. The library monitors the implementation plan during this phase. The concept of risk management in the proposed framework will thus also attempt to align with the challenges of social media risks of privacy, ethics, misuse as identified in academic libraries (Section 2.6).

Library Social media risk management process	Risk categories
	Risk identification
	Risk assessment
	Mitigation
	Monitoring

Figure 3-13: Elements of the Library Social media risk management process

The monitoring and measurement phase is discussed in the following section.

3.9.4 Measurement and Evaluation

As technologies, people, and the environment changes there may be a need to monitor the impact on the Library Social media governance plan. Measurements are used to assess the use of social media as well as the social media risk management plan. The performance indicators are established during the governance phase and used during this phase to assess social media performance and social media risk process. The results of information reported during this stage may inform the iv stage or any other stage (i, ii, iii).

Library social media monitoring & measurement	Social media data capturing
	Social media data analysis
	Reporting vs performance indicators
	Reporting on social media risk management plan

Figure 3-14: Elements of the Library social media monitoring and measurement phase

3.9.5 Social media risk management adjustment & improvement

The social media risk management plan is maintained if no adjustments are needed. This will be based on evaluation of results from the monitoring and measurement phase (iv). After evaluation adjustments are made where needed. Adjustments might affect phase stakeholders, phase ii, iii, iv.

Social media risk management adjustment & improvement	evaluate results, and reports
	improvement plan and actions
	adjustments

Figure 3-15: Elements of the Social media risk management adjustment and improvement phase

The proposed framework is cyclical however different phases may directly affect phases which are not related which is indicated with the green arrows between phases. The proposed framework was developed based on literature review. The empirical study needed to finalise the proposed framework was necessary to compare the proposed framework to the reality.

3.10 IN SUMMARY

This chapter described current risk management components and risk management implementation in academic libraries. Various social media frameworks were provided and discussed. Also discussed was the relevance of risk management components and social media frameworks to the proposed risk-focused social media governance

framework for academic libraries in Africa. The chapter further discussed the social media risk management gap identified in academic libraries.

Consequently, a plausible framework was developed and presented in an attempt to address this gap. The empirical research will gain input from knowledgeable colleagues associated with academic libraries in the SCECSAL regions. In the next chapter, the research methodology addressing the empirical part of the study is discussed and details the research approach used to address the main research problem.

CHAPTER 4

4 RESEARCH METHODOLOGY

The literature review in Chapters 2 and 3 offered a theoretical context in terms of which the research problem was reviewed. To that effect, it was deemed necessary to conduct both the investigation and analysis of existing structures, such as risk management standards and frameworks, social media governance frameworks and social media management frameworks.

4.1 INTRODUCTION

The current chapter explains the research approach followed to address the empirical research questions. In this regard, the researcher provided an overview of the empirical section of the study by focusing on the selected methodology and appropriateness of the methodology in relation to the research problem.

The chapter also discusses the research paradigm, methodology, design, sampling, data collection and data analysis methods used to address the research questions. The chapter then concludes with a discussion on the research ethics employed, as well as the study's assurance of reliability and validity measures. It is important, however, to first provide a context and perspective concerning the research questions.

4.2 RESEARCH QUESTIONS

The objective of the study was to develop a comprehensive risk-focused social media governance framework for African academic libraries. The following research question was then formulated to address the objective:

What elements would a comprehensive risk focused social media governance framework to be used by African academic libraries contain?

Empirical research is meant to address those questions formulated (Section 1.4) to address a real-world problem through the collection of data or analysis of existing data, as well as using either primary or secondary data sources. The following sections discuss the research methods which were used to address empirical research of the study.

4.3 RESEARCH METHODOLOGY

Creswell and Creswell (2018) describe research methodology as strategies, procedures, techniques and/ or methods used to conduct reproducible research. Furthermore, research methodology guides the researcher in identifying target populations, using appropriate sampling techniques, and collecting and analysing the data needed to address the selected research questions. In social sciences, methodology typically includes the paradigm (the researcher's philosophical worldview), research methodology or approach (qualitative, quantitative, or mixed-methods), research design (which is the type of study), data collection and data analysis based on the methodology and design, a description of the target population and the sample from where data was sourced (Creswell & Creswell, 2018; Ngulube, 2015). The following sections provide an overview of the methodology applied in this study.

4.3.1 Philosophical Worldviews

The researcher's approach to research is shaped by his/her philosophical worldviews, which are based on ontologies and epistemologies, the researcher's assumptions, the researcher's philosophical perspectives on the nature of social reality; and the researcher's philosophical perspectives on the nature of information construction (Creswell & Creswell, 2018; Hesse-Biber, 2010). The philosophical worldviews and assumptions influence the research methodology and design chosen for a study (Creswell & Creswell, 2018; Ngulube, 2015). These philosophical worldviews and assumptions are described as epistemologies and theoretical traditions and reflect the researcher's critical analysis of the nature of research (Babbie & Mouton, 2011).

According to Creswell and Creswell (2018), Hesse-Biber (2010) and Ngulube (2015), positivism, constructivism, and pragmatism constitute three main philosophical worldviews in social science research. Positivism (or the positivist philosophical worldview) is based on studying and assessing the causes that influence effects and filling the knowledge gap by testing its associated relationships (Babbie & Mouton, 2011, Creswell & Creswell, 2018). Furthermore, the positivist worldview uses natural science methodologies and their realist ontological influences. The quantitative

research approach exemplifies the methodology followed (Creswell & Creswell, 2018; Ngulube, 2015).

The constructivist worldview and its subjective knowledge creation are influenced by an interpretive ontology, which essentialises the role of human experiences and their subjective interpretations (Ngulube, 2015). The qualitative research methodology is embedded in this paradigm with the use of phenomenology, grounded theory case study and narrative design for inquiry (Creswell & Creswell, 2018; Ngulube, 2015).

The data collection methods associated with this methodology relate to open-ended questions, text and image data, in-depth interviews, focus groups, and observations (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). On the other hand, the pragmatic worldview is based on research from action situations and consequences using all approaches available to understand the investigated problem (Leedy & Ormrod, 2020; Ngulube, 2015). According to Leedy and Ormrod (2020: 456), pragmatism is construed as *“absolute truths about certain phenomena and people’s constructed beliefs about those phenomena are both legitimate objects of study”*. Saunders et al. (2019) further add that pragmatism is based on the realistic ideas and application of experience.

The pragmatic paradigm employs the mixed-method research methodology, which draws on both quantitative and qualitative assumptions, focuses on the research question, and further employs all appropriately combined methods to obtain both quantitative and qualitative data (Creswell & Creswell, 2018; Saunders et al., 2019). The researcher addressed the study from a pragmatism philosophical worldview, based on the researcher’s interest in approaching the research problem with a realistic mindset in order to fully understand the core subject matter of the research while also having the assurance that the results would be representative of the target population (Alase, 2017; Ngulube, 2015). To address the research problem and research questions both quantitative and qualitative methods are needed to fully investigate the problem. Therefore, it was necessary for the researcher to apply both quantitative and qualitative methods to the research. This approach is discussed in more detail.

4.3.2 Research Approach

The research approach refers to the strategy designed to obtain knowledge for the purpose of understanding the phenomenon being studied (Cho, 2018; Ngulube, 2015). The research approach is often linked to a specific design and data collection methods to be used in the study of a particular phenomenon (Alase, 2017; Hesse-Biber, 2010). Quantitative, qualitative, and mixed-method research are three of the most widely used types of research approaches and are discussed next.

4.3.2.1 Quantitative Research

According to Cho (2018) and Ngulube (2015), the quantitative research approach flows from positivism. The quantitative research approach uses deductive reasoning to view the relationship between theory and practice, with the theory serving as the source from which a hypothesis is deducted and subsequently tested (Efron & Ravid, 2019). The aim of this approach is to confirm and validate the findings through interpretation and prediction (Leedy & Ormrod, 2020). The quantitative research approach also focuses on statistical procedures, using numerical data, and adopting a natural science approach to analysis (Efron & Ravid, 2019; Ngulube, 2015).

Experiments, non-experimental surveys, and longitudinal studies are examples of quantitative research designs (discussed in Section 4.3.3). In this study, a quantitative research approach was deemed insufficient to fully address the research questions because only the relationship of variables in the research question was addressed, and information relating to the literature review findings and data collection was validated and confirmed. However, there was no profound understanding of the significance, perspectives, and perceptions of the research respondents.

4.3.2.2 Qualitative Research

The qualitative research approach, which is informed by the constructivist worldview, is dependent on events that have historically existed and are utilised to investigate and explain the context of such events (Flick, 2020; Leedy & Ormrod, 2020). In contrast with the quantitative research approach, inductive reasoning and analysis are utilised for offering a perspective that will direct the researcher on how to perform the study (Cho, 2018; Flick, 2020).

The qualitative approach captures and studies the dynamics of phenomena by concentrating on the dimensions and layers of the phenomena to aid in the identification of essential needs to be studied (Cho, 2018; Leedy & Ormrod, 2020). Case studies, ethnographic studies, phenomenology, and grounded theory are some of the research designs used in qualitative research. In Section 4.3.2., the researcher elaborates on these designs in greater depth. In this study, using a qualitative research approach by itself was not adequate in addressing the research questions and understanding the research problem in its entirety.

4.3.2.3 Mixed-methods Research

Creswell and Creswell (2018) and, Leedy and Ormrod (2020) posit that mixed-method research combines quantitative and qualitative research approaches in the same research study. The approach is well suited to a pragmatic philosophical worldview because it focuses on understanding the universe and context using various methods within the same research study (Flick, 2020; Saunders et al., 2019). The emphasis is on practical investigations of the research problem and research questions, using all available tools to address research questions and providing a *"more comprehensive understanding of the research problem than any approach alone"* (Creswell & Creswell, 2018: 4). Furthermore, the mixed-method research methodology focuses on combining qualitative and quantitative approach elements (methodology, design, and data collection) to explain the research problem and integrating findings into a single coherent whole (Hesse-Biber, 2010; Leedy & Ormrod, 2020; Teddie & Tashakkori, 2009).

4.3.2.4 Choice of Research Approach

In this study, the mixed-method research approach was adopted in order to combine the quantitative and qualitative design, data collection and analysis methods to describe relationships between variables (Grove, Gray & Burns, 2015; Hesse-Biber, 2010). The selected approach was used to examine the subject and relations between variables in order to verify and link literature findings to empirical data gathered, which also enhanced and facilitated the exploration and further understanding of the investigated problem's significance. Moreover, the essence of the research questions

informed the rationale for using the mixed-methods research approach, which basically enables researchers to gain a comprehensive understanding of an issue, as well as explaining outcomes and observations from both quantitative and qualitative perspectives (Grove et al., 2015; Leedy & Ormrod, 2020).

As previously mentioned, each research methodology has a set of research designs that guide or direct the data collection and analysis procedures for that methodology. Table 4-1 summarises the research designs per research approach. In the following section, the researcher only covered the mixed approach designs. Any of the designs listed could be used during a pertinent phase of the mixed-methods design because mixed-methods incorporate both quantitative and qualitative designs.

Table 4-1: Research design per research approach

Typical quantitative research designs	Typical qualitative research designs	Mixed-methods design
Experiments Quasi experiments Surveys Observations Correlation research	Phenomenological studies Grounded theory Ethnography Case studies Content analysis Delphi studies Historical research	Convergent Explanatory sequential Exploratory sequential Longitudinal Advanced mixed methods • Embedded mixed methods. • Transformative mixed methods • Multiphase mixed methods

Sources: (Babbie, 2016; Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020)

4.3.3 Research Designs for Mixed-Methods Research

The research design is the method of inquiry and decision-making used to determine how data collection and analysis would be carried out (; Creswell & Creswell, 2018). Also, the research design refers to the technique, process, and framework that the researcher employs within the research approach to relate the variables and comprehending the behaviour of these variables under investigation (Creswell & Creswell, 2018). There are different mixed-methods research designs, such as the convergence parallel, exploratory sequential, explanatory sequential, and advanced mixed-methods designs (Babbie, 2016;; Creswell & Creswell, 2018; Leedy & Ormrod, 2020). Each of these was described in more detail.

4.3.3.1 Convergent Parallel

The central principle of convergent parallel mixed-methods design is that quantitative and qualitative data provide different types of information, but when combined, the findings are similar (Creswell & Creswell, 2018; Hesse-Biber, 2010). In respect of data collection, both quantitative and qualitative data are obtained, analysed, and the findings are compared separately.

4.3.3.2 Exploratory Sequential

The exploratory sequential mixed-methods design uses two (2) phases of data collection, qualitative and quantitative respectively (Creswell & Creswell, 2018; Leedy & Ormrod, 2020). The aim of the design is to collect data using qualitative methods that will serve as the basis for collecting quantitative data (Creswell & Creswell, 2018; Leedy & Ormrod, 2020).

4.3.3.3 Explanatory Sequential

Explanatory sequential mixed-methods design is a two-phased design. Data collection in phase one (1) requires that quantitative data are collected, while qualitative data are collected during phase two (2) (Creswell & Creswell, 2018; Leedy & Ormrod, 2020). The qualitative data assists in explaining quantitative data in more depth and detail (Hesse-Biber, 2010; Leedy & Ormrod, 2020). The quantitative data provides a foundation to the second phase of qualitative data collection, and informs the type of sample and types of questions for the qualitative phase (Grove et al., 2015; Leedy & Ormrod, 2020).

4.3.3.4 Advanced Mixed-methods Research Designs

Mixed-methods research designs might also be more complex. The advanced mixed-methods design includes multiphase iterative mixed-methods and multiphase mixed methods (Cho, 2018; Leedy & Ormrod, 2020). According to Creswell and Creswell (2018), multiphase mixed-methods or advanced mixed-methods research designs occur when researchers undertake numerous mixed-methods projects, such as convergent, sequential, and longitudinal design studies. On the other hand, Leedy and

Ormrod (2020) refer to this design as a the multi-phased iterative mixed-methods, which comprises three (3) or more phases, with early phases laying the groundwork for subsequent phases and each new phase informing the next. The "iterative" component of this design refers to the researcher's switching between qualitative and quantitative methodologies (Leedy & Ormrod, 2020). These designs were not deemed relevant for the purpose of the current study.

4.3.3.5 Chosen Mixed-method Research Design

The explanatory sequential mixed-methods design was chosen for the empirical investigation of this study. As explained in Sub-section 4.3.3.3 , the explanatory sequential mixed-method employs a two-phased approach, with quantitative design followed by qualitative design. A quantitative survey was used in the first step of data collection in this study. The survey was ideal for investigating research questions that required quantitative or numeric data in order to generalise findings to the entire population. The data was collected and analysed using descriptive statistics (Cho, 2018; Efron & Ravid, 2019).

The results were then used to prepare for the second phase when qualitative data were gathered, making use of a focus group interview to facilitate explanations concerning the anomalies found in the quantitative data, as well as to examine social media governance and management documentation for identifying patterns and themes. This helped to generate greater depth in the understanding of the management of social media risks and challenges in academic libraries. The data collection methods are further discussed in the following sections.

4.4 DATA COLLECTION METHODS

Data collection techniques and tools are used basically for gathered for the purpose of addressing the research question (Babbie, 2016; du Plooy-Cilliers et al., 2014). The research questions, research methods, and time placement of the analysis (current, past, or future) all influence the tools to be utilised (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). In the context of this study, two (2) data collection tools were utilised, a questionnaire and the focus group.

4.4.1 Questionnaires

Questionnaires are used to collect information from a group of people through questions that address variable such as demographic information, attitudes, opinions, impressions and satisfaction (du Plooy-Cilliers et al., 2014). According to Adom et al. (2018), Babbie (2016) and Leedy and Ormrod (2020), the rationale for administering a questionnaire as a data collection tool premised on the following factors:

- Allowed the researcher to collect quantitative and qualitative data through open and closed-ended questions;
- The researcher can collect data remotely from a population that may not be in the same location. that is the academic libraries are located across Africa;
- By collecting data through a questionnaire, the researcher will save cost and time (in terms of travel and accommodation) to sample, or availability of respondents and use of internet-based questionnaire;
- A large amount of data collected can be quantified and standardised;
- Respondents can provide honest input as the questionnaire is anonymous;
- Respondents can provide information which may elicit ideas or issues required for further explanation and to inform the qualitative phase of data collection; and
- The researcher is able to obtain the overall picture of the phenomenon being studied at a specific point in time.

Questionnaires provide quantitative numerical description of trends attitudes or opinions. There are various types or forms of questionnaires, namely: (i) self-administered, (ii) telephonic, and (iii) group administration (du Plooy-Cilliers et al., 2014). Questionnaires could be mailed or more often distributed electronically as a document for the respondent to complete (Babbie, 2016; Leedy & Ormrod, 2020). The researcher distributed questionnaire electronically via an electronic link on social media. Questions can be phrased as closed or open-ended questions, or both (Alase, 2017; Leedy & Ormrod, 2020). The questionnaire for this study included both close-ended and open-ended questions (see Appendix A).

The following research questions were used to direct the survey questions:

- Research Question 4: What are the challenges associated with social media application in African academic libraries?

- Research Question 5: How do African academic libraries currently manage social media risk?

Noting that the questionnaire may have a low return, a strategy was then devised and implemented to enable a maximum return rate as proposed by authors such as Babbie (2016), du Plooy-Cilliers et al. (2014), Leedy and Ormrod (2020) and Yin, (2014):

1. provide a summarised and to the point description of the purpose and benefits of the study;
2. provide a balance between the types of questions asked;
3. use electronic (online) questionnaire distribution software and to distribute the link to the questionnaire; and
4. pre-testing the questionnaire (to test length, vocabulary, understanding, and logical flow of questions).

The online questionnaire comprised of twenty-eight (28) questions (see Appendix A). The questionnaire was sub-divided into seven (7) sections.

1. Demographic information (5 questions);
2. Use of social media in academic libraries (5 questions);
3. Social media challenges in academic libraries (4 questions);
4. Social media management in academic libraries (6 questions);
5. Social media risk management in academic libraries (5 questions);
6. Social media and strategy in academic libraries (2 questions); and
7. Comments (1 question)

The demographic section of the online questionnaire included the following questions:

- the country in which the respondent is employed
- if respondent were employed in an academic library
- the section of the academic library which they were employed in
- an indication of how social media are used in their academic library
- the role respondent play in social media platforms in their academic library

The inclusion of the demographic information allowed the researcher:

- to understand geographic representation - which could be used further in analysis of other sections of the questionnaire;
- the roles played by librarians who participated in the questionnaire;
- to understand how social media is implemented - which could be used further in analysis of other sections of the questionnaire; and
- the social media roles and possible positions in academic libraries - which could again be used further in analysis of other sections of the questionnaire.

The online questionnaire was accessible for sixty-five (65) days (28 March 2022 to 31 May 2022). Table 4-2 lists the dates and platforms for distributing the link to the online questionnaire during the aforementioned time period.

Table 4-2: Online questionnaire - distribution of the link

PLATFORM FOR DISTRIBUTION	DATE POSTED & REMINDERS UPLOADED
SCECSAL	28 March 2022
	8 April 2022 (Reminder 1)
	8 April 2022 (Reminder 2)
	16 May 2022 (Reminder 3)
Facebook	27 May 2022
	7 April 2022 (Reminder 1)
	25 April 2022 (Reminder 2)
	16 May 2022 (Reminder 3)
Facebook library associations group pages	27 March 2022
	16 May 2022 (Reminder 1)
	18 May 2022 (Reminder 1)
Twitter	16 May 2022
LinkedIn	16 May 2022

Facebook, Twitter, and LinkedIn social media were used to distribute the online questionnaire link. Reminders were also sent via the SCECSAL forum and social media platforms.

The qualitative data collection methods for the second phase of data collection are described in the next section.

4.4.2 Focus Group

A focus group is an interview in which many people are interviewed at the same time (10-12 people) (Struwig & Stead, 2013). The focus group is conducted for simultaneous debate and comment from a group of participants who may have various viewpoints and explanations regarding the research topic. Focus groups can be heterogeneous (participants sharing different characteristics) or homogeneous (participants sharing similar characteristics) (Leedy & Ormrod, 2020).

Following the analysis of the questionnaire results, a semi-structured interview schedule was used to conduct a focus group interview, which was performed in addition to the quantitative data collection method used in phase one. The purpose of employing a follow-up interview schedule was to gain a better understanding of issues, and themes addressed in the questionnaire results that needed further clarification, interpretation, or explanation.

An invitation to participate in the focus group was sent out to potential participants via the SCECSAL forum and posted on the researcher's social media platforms. Table 4-3 shows the dates when the invitation was posted and circulated.

Table 4-3: Platform and dates of invitation

Platform	Dates
SCECSAL forum	29 August 2022 7 September 2022 (Reminder)
Social media	Invitation and reminders posted on Facebook, Twitter, LinkedIn 29 August 2022 7 September 2022 (First reminder) 13 September 2022 (Second reminder)

To accommodate all interested participants two (2) focus groups were held on two different dates. Table 4-4 shows the number of participants, platform of focus group, and dates of focus groups. In total ten (10) academic librarians from SCECSAL academic libraries participated in the focus groups.

Table 4-4: Number of participants, platforms used and dates

Focus group	Platform used	Date	Number of participants
Focus group 1	Zoom	7 Sept 2022	4
Focus group 2	Zoom	16 Sept 2022	6

The following section describes the population and sampling.

4.5 POPULATION AND SAMPLING

The population, include all people or items to study that fit the characteristics that need to be studied (Creswell & Creswell, 2018). It is usually not feasible to study the entire population, and therefore a representative sample is drawn from the population to be studied (Etikan & Bala, 2017). The population of the study is discussed in the following section.

4.5.1 Describing the Population

To address the research questions, data from the population with the specified characteristics must be obtained (Etikan & Bala, 2017). The population of this study comprises academic librarians at African academic libraries who work with social media directly or indirectly within their libraries.

According to the African Library and Information Associations and Institutions (AfLIA, 2019), there are 985 academic libraries on the African continent. Rabatseta et al. (2021) aver that social media academic librarians who fit the characteristics of the required population range from Information Technology (IT) Technicians, administrators of social media and librarians. It was assumed that each library would have at least one contact person responsible for social media. The researcher selected a sample of this population to collect data from in order to address the research questions (Etikan & Bala, 2017; Yin, 2014). The sample selection technique and sample size are discussed in the following section.

4.5.2 Describing the Sample

Sampling is a process of selecting a group, individual, setting, or a subset from the population to be studied (du Plooy-Cilliers et al., 2014). The intention is to infer results back to the population. Therefore, the sample should be representative of the population (Creswell & Creswell, 2018, Leedy & Ormrod, 2020,). The two sampling techniques are probability sampling and non-probability sampling (Leedy & Ormrod, 2020).

4.5.2.1 Probability Sampling

A survey frame is used in probability sampling, and all individuals have a chance of being included in the sample (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020). Simple random sampling, systematic sampling, stratified sampling, and clustered sampling are all examples of probability sampling techniques (Babbie, 2016; du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020).

Du Plooy-Cilliers et al., (2014) intimate that simple random sampling is the most basic method of probability sampling. This sampling technique ensures that every member of the population has a fair chance of being included in the sample (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020). In systematic sampling, elements are numbered and identified before being selected for inclusion in the sample based on a sampling interval (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020). Stratified sampling, on the other hand, delineates the population into classes or strata based on the common characteristics of population parameters (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020). The sample is then drawn from each group or stratum using either simple random sampling or systematic sampling (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020).

4.5.2.2 Non-probability Sampling

In contrast to probability sampling, non-probability sampling does not start with sample frame. Therefore, some of the population members do not have a chance of being selected. In that regard, du Plooy-Cilliers et al. (2014) posit that, such a basis for their non-selection or exclusion could be due to access challenges to the population, or that

it may be impossible for the researcher to determine the entire population (Leedy & Ormrod, 2020). In non-probability sampling, the population still meets the population requirements. However, the sample is drawn from an accessible population, and using the researcher's judgement and inclusion in a sample is not random or systematic. Examples of non-probability sampling methods are: accidental sampling, convenience sampling, quota sampling, judgement or purposive sampling, and snowball sampling (du Plooy-Cilliers et al., 2014; Hennink, Hutter & Bailey, 2020).

Hennink et al. (2020) and Leedy and Ormrod (2020) argue that there is no presentative subset of the population which is selected in convenience sampling, and that individuals are chosen on the basis of convenience for their participation in the research study. Quota sampling is very similar to convenience sampling as the sample is drawn conveniently. However, quota sampling is regulated by a number or quotas and only 20 individuals would be needed for convenient selection (Leedy & Ormrod, 2020). Meanwhile, purposive sampling is based on selecting a sample based on the expertise or judgement of the researcher for a specific purpose (Babbie, 2016; Leedy & Ormrod, 2020). On the other hand, snowball sampling is based on sampling recommendations provided by the purposively selected respondents when asked for their expertise and knowledge to identify appropriate candidates (Babbie, 2016; du Plooy-Cilliers et al., 2014). Following is a discussion on the sampling technique applied by the researcher in this study.

4.5.2.3 Selected Sampling Method

A non-probability purposive sampling technique was used to select the relevant sample for participation in the data collection. Purposive sampling was selected as it is used for a variety of reasons as outlined below:

- Purposive sampling is linked with mixed-methods research designs (Leedy & Ormrod, 2020);
- As discussed in the previous section purposive sampling is based on selecting a sample according to researcher judgements, selection, and researcher's subjectivity;
- The African region's size, the time constraint of the study and the capacity of researcher; and

- a random sample cannot be drawn as the academic librarians, working with social media, are not listed on all academic library websites.

The SCECSAL members were selected as the sample population for the study. This standing conference includes eastern, central, and southern African library and information associations. The reasons for the selection of these members are the following:

- the regional coverage of countries; and
- the SCECSAL forum includes libraries from the Southern, Eastern, and Central African Library and Information Associations, which includes the countries below and which provides potential contact with 128 academic librarians working with social media. The aim was to reach at least one representative from each of the following member countries: Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe.

The study aligns with and may support some of the SCECSAL 2021 resolutions which emphasise the need for studies on libraries using digital platforms to innovate and introduce services and sharing of their learnt experiences.

For the second interview-based phase of data collection, a combination of non-probability sampling techniques was applied. Accordingly, purposive, and snowballing sampling techniques were applied to select participants for the focus group. The sample selection was based on the researcher's expertise and/ or judgement concerning the topic, purposively selected participants, and recommendations from purposively selected participants. All participants were required to participate in their personal capacity – not representing any specific academic institution.

The sample sizes selected by means of each of the data collection methods are indicated in Table 4-5.

Table 4-5: Sample size per data collection method

Data collection method	Sample size and description
Online questionnaire	All the libraries in the SCECSAL Grouping and then only one person per institution
Focus Group	Twelve Social Media Librarians based at SCECSAL Institutions

Table 4-5 depicts the sample size per data collection method. The researcher analysed data from questionnaires, and focus group after the completion of the data collection process. In the following section, the researcher describes the techniques used to analyse the collected data.

4.6 DATA ANALYSIS

In mixed-methods research approaches, data analysis has no fixed procedures (Leedy & Ormrod, 2020; du Plooy-Cilliers et al., 2014). The data analysis is dependent on the research design, data collected, and the research problem studied (Creswell & Creswell, 2018; Leedy & Ormrod, 2020). Data analysis for each phase of data collection was analysed separately by the researcher.

4.6.1 Analysis of the Quantitative Data

Quantitative data analysis allows the research to describe and denote meaning, and make valid assumptions from the data collected (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). Quantitative data analysis is largely undertaken through statistical analysis with the coding and analysis of the data in order to establish characteristics, patterns, and relationships (du Plooy-Cilliers et al., 2014; Etikan & Bala, 2017). A statistical software programme (SPSS) was utilised for the questionnaire data analysis of this study.

Descriptive statistics was used to analyse the questionnaire data (Korstjens & Moser, 2018). Descriptive statistics describes the data by locating the midpoint or central tendency, the spread of data or variations between the variables, as well as the association between variables (Leedy & Ormrod, 2020). The mode, median, or mean (the number in the centre around which the data on a variable tends to cluster) is referred to as the "*point of central tendency*" or "*measures of central tendency*" (Leedy & Ormrod, 2020: 349).

Statistical analysis is the process of categorizing and analysing data in order to identify characteristics, patterns, and relationships from the data (Creswell & Creswell 2018 & du Plooy-Cilliers et al., 2014). To analyse qualitative data, an inductive approach was used because an inductive approach allows the researcher to derive meaning from data by interpreting the data and identifying patterns and meaning (Creswell & Creswell, 2018, du Plooy-Cilliers et al., 2014). The development and execution of the online questionnaire is discussed in the following section.

The results accruing from the questionnaire were used to plan for the qualitative (phase 2) data collection as the basis for informing the phase 2 sample and its interview-based questions as reflected in the interview schedule.

4.6.2 Analysis of the Qualitative Data

Leedy and Ormrod (2020) and Korstjens and Moser (2018) illuminate that qualitative data analysis is a systematic processing of the various qualitative data points and in depth understanding of text of the collected data. The type of analysis uses inductive approach (general to specific). The researcher is able to identify themes patterns, and “thick” descriptions of the reality being investigated through the analysis of qualitative data (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014).

Furthermore, qualitative data analysis is an iterative process because the process of analysis is a continuous cycle of interpreting and identifying patterns and meaning; continuous cycle of segmenting the data and re-assembling or reorganising it in meaningful ways (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). Data analysis in qualitative research could have simultaneous processes of data collection, data analysis and giving structure to the final report processes, as opposed to quantitative data analysis where these processes are usually sequentially (Babbie, 2016; Creswell & Creswell, 2018). To ensure the study’s validity and reliability, the researcher used the methods described in the next section to reduce the risk of inaccurate and unreliable research (Efron & Ravid, 2019).

4.7 VALIDITY AND RELIABILITY RESEARCH

Validity and reliability are important in research since they relate to the trustworthiness of the research findings. Creswell and Creswell (2018) and Efron and Ravid (2019) explain that researchers employ different methods to determine the reliability and validity of their findings in quantitative and qualitative research.

4.7.1 Ensuring Valid and Reliable Research in Quantitative Research

In quantitative research, measurable, numerical and statistical results are generated to determine casual relationships (Cho, 2018; du Plooy-Cilliers et al., 2014). Research findings are seen as more reliable when results can be tested and re-tested under the same circumstances and yielding the same effect (Creswell & Creswell, 2018; du Plooy-Cilliers et al., 2014). The credibility of quantitative research is measured through reliability of the instrument used, as well as error in terms of peoples' interpretation of data. Generalisation is also used to determine the credibility of the measuring instrument, which focuses on whether or not the results obtained can be generalized or repeated by using a similar instrument in the event of similar findings being obtained (du Plooy-Cilliers et al., 2014).

The validity and reliability can be promoted by randomization, using larger samples, by controlling intervening variables or by conducting pilot studies before actual collection of the data begins (du Plooy-Cilliers et al., 2014; Leedy & Ormrod, 2020). For this study, validity of the quantitative instrument was achieved through randomization and a pilot testing of the instrument used. The instrument was sent to two (2) academic librarians to test time, check for errors and to identify areas where information could be misinterpreted, or where questions might illicit wrong interpretations.

4.7.2 Ensuring Trustworthiness in Qualitative Research

In contrast, qualitative research aims to provide in-depth interpretation of a specific phenomenon. According to Creswell and Creswell (2018), and du Plooy-Cilliers et al. (2014), validity and reliability of qualitative research is measured through the trustworthiness, value and credibility of the findings to the world of knowledge.

The measure of trustworthiness in qualitative research is measured through the accuracy of the interpretation of data (credibility), ability to apply the results and analysis outside of the research project (transferability), the integration of data collection, analysis, and theory (dependability) and the extent to which the data supported the findings (confirmability) (Bruce, 2015; Grove et al., 2015).

Various strategies can be used in qualitative research to ensure qualitative validity and reliability, that is, triangulation, member checking, rich thick description, clarification of bias and peer briefing to name a few (Bruce, 2015; Creswell & Creswell, 2018; Flick, 2020;).. Peer debriefing is used to enhance the accuracy of research findings by involving a peer-to-review and access research findings or research report (Creswell & Creswell, 2018; Hennink et al., 2020).. Member checks validate data by means of communication with members included in the study (Bruce, 2015; Hennink et al., 2020; Flick, 2020).

These strategies ensure the trustworthiness of the research conducted. Strategies to ensure reliable and consistent approaches in qualitative research include checking transcripts for errors, as well as documenting procedures and steps followed (Flick, 2020; Yin, 2014). Although the study used a mixed methods approach, the explanatory design and descriptive statistics would not provide proof of the reliability of the research.

4.8 RESEARCH ETHICS

Research ethics refers to the ethical considerations that has to be considered when conducting research or scientific inquiries (Babbie, 2016; Creswell & Creswell, 2018). The guiding principles for research ethics include: informed permission or consent, self-determination or voluntary participation, the reduction of risk, anonymity to safeguard respondents' identities, and confidentiality (Bruce, 2015; Creswell & Creswell, 2018). Discussed below are the research ethics and principles that were considered and applied during this study.

4.8.1 Ethical Permissions

Permission to conduct this study was requested from the University of Pretoria's Faculty of Engineering, Built Environment, and Information Technology (EBIT) Ethics Committee. A questionnaire and an interview schedule (see Appendixes A and B) were submitted to the University of Pretoria, EBIT Research Ethics Committee and approved. An ethical clearance certificate was subsequently issued and referenced as EBIT/108/2021.

4.8.2 Informed Consent

Information regarding participation in the study was included on the first page of the online questionnaire. Only individuals who agreed or consented to participate in the study could continue with the questionnaire (see Appendix A: question 1). Respondents who did not agree or consent were guided to a "thank you page".

Furthermore, permission was obtained from all relevant focus group participants through a signed informed consent form (see Appendix C) to signify their uncoerced participation in the study. The informed consent clarified the purpose of the study and the expected nature of their participation in the study. The informed consent also provided information on the fact that no risks were identified for the study. The protection and confidentiality of personal information was ensured that no personal information, or information that may identify a participant was collected during the data collection procedures. Collected data from the questionnaire and interviews (interview recordings) were only recorded for the purpose of the study with the permission of the participants.

The study's audio recordings will be destroyed as soon as the interviews are transcribed, and the research report is accepted by the University of Pretoria's Faculty of Engineering, Built Environment, and Information Technology. All information pertaining to the study and its findings was stored securely in the researcher's personal computer which is password protected. All anonymised data was stored in the University of Pretoria's Research Data Management (RDM) Repository (Figshare) in compliance with the university's RDM policy upon acceptance of the study. Moreover, no personal information of the respondents was included in the final reports, and all names, locations mentioned by respondents were also anonymised.

4.8.3 COVID-19 Communication Restrictions

Due to the worldwide Covid-19 pandemic and the restrictions imposed as a result of the national disaster management act on movement of people to curb the spread of the Covid-19 virus. Therefore, the researcher collected data using online tools such as video conferencing software (Zoom) and online survey software (Qualtrics). Furthermore, all communication with respondents was conducted by means of online resources such as email, online questionnaires, and social media such as Facebook, Twitter, and Google Meet.

4.9 IN SUMMARY

This chapter outlined the research methodology applied in this study. The philosophical worldview (pragmatism) that guided the research methodology was discussed. In addition, the chapter provided descriptions of the research approach (mixed methods), design (explanatory sequential), data collection (questionnaire and focus group discussions), population (academic libraries), sampling (SCECSAL members), and data analysis techniques (descriptive statistics and thematic analysis) used in the study. Furthermore, approaches to ensure validity and reliability of the instruments and credibility of research findings were discussed. The chapter concluded with an overview of ethical considerations and approaches followed to ensure an ethical and reliable research process. Chapter 5 focuses on the data analysis and interpretation of the data collected through the data collection methods.

CHAPTER 5

5 QUANTITATIVE DATA ANALYSIS AND INTERPRETATION

The previous chapter presented and discussed the methods and processes according to which relevant data were collected for the purpose of developing an evidential framework of the study, whose quantitative aspects are articulated in the present chapter. Whereas the preceding chapter could also be viewed as providing the pre-analysis domain of the collected data, the current chapter further presents an analytic and interpretative perspective of the actual data that were obtained during the first phase (quantitative stage).

5.1 INTRODUCTION

The chapter begins with a brief overview and discussion of the quantitative phase of the data collection process, including the number of respondents, their demographics, as well as the response rate. In that regard, the chapter then presents the data and provides an analysis and interpretation in respect of four critical subsections: social media usage, management of social media, social media risks and social media and strategy in academic libraries.

The chapter provides a detailed analysis and presentation of the responses received, highlighting common themes and patterns that emerged from the quantitative data. The findings are provided by means of direct quotes from respondents in order to illustrate key points in relation to both the identified research gap, as well as the research objectives and questions.

Overall, the current chapter provides a comprehensive analysis of the quantitative phase findings, offering insights into developing a comprehensive risk focused social media governance framework for academic libraries. Therefore, the collected data was fundamentally the researcher's attempt to address the research questions as articulated in Section 1.4 of the study.

As emphasised in Sub-section 4.3.3.5, the explanatory sequential mixed methods design was utilised to guide the analytic procedures for the quantitative data acquired

during the empirical stage. The first phase of data collection (quantitative data collection via an online questionnaire) was carried out by means of descriptive statistical analysis and an inductive approach. The following section focuses on the response rate and demographic profile of the questionnaire respondents.

5.2 DATA ANALYSIS AND INTERPRETATION

As mentioned in Section 4.5 of the study, both statistical analysis and thematic analysis were applied due to the open- and close-ended questions that were included in the questionnaire. Accordingly, this section is demarcated into three distinguishable and interrelated aspects, namely: the questionnaire response rate, the demographic profile of the respondents, and the overall presentation of the acquired quantitative data. The latter aspect is further categorised into four (4) subsections, focusing on social media usage; management of social media; social media risks; as well as social media and strategy in academic libraries. Notably, each of these subsections provides both an integrated analytic and interpretative approach in the presentation of the findings or data.

5.2.1 Response Rate

A total of 83 responses were received. Twenty-nine (29 or 35%) of these were only completed partially due to a variety of reasons, which rendered them excluded in the overall analysis of the data. Therefore, fifty-four (54 or 65%) were completed. Accordingly, Table 5-1 depicts the response rate in that regard.

Table 5-1: Response progress

Nature of Response	Frequency of Responses	Percentage
Partially completed	29	35%
Fully completed	54	65%
Total	83	100%

A further two (2 or 3%) responses were excluded where the respondent's country of employment was indicated as Nigeria which is not part of the SCECSAL region whose responses are shown in Table 5-2.

Table 5-2:SCECSAL country response

Nature of Response	Frequency of Responses	Percentage
Completed and SCECSAL countries	52	96%
Completed and non-SCECSAL countries	2	3%
Total responses	54	100%

Further analysis was conducted concerning question 1.2, namely: “*Are you currently employed at an academic library?*”. Table 5-3 is an indication of the SCECSAL respondents’ responses in this regard. From the total respondents within the SCECSAL countries, 30 (58%) of the 52 respondents indicated that they are employed in an academic library. Therefore, this (N=30, or 58%) response rate is valid to be included for further analysis.

Table 5-3: Respondents from academic library

Nature of Response	Frequency	Percentage
Completed and SCECSAL countries and non-academic library	22	42%
Completed and SCECSAL countries academic library	30	58%
Total	52	100%

As indicated in Sub-section 4.4.2.3, it was not possible to state the actual number of SCECSAL members who would be reached. However, the researcher decided that at least one person from each of the SCECSAL countries should respond in order to facilitate a sense of fair representation. This target was achieved. The section that follows analyses the demographic data that were collected on the basis of the fair representation target.

5.2.2 Demographic Profile of Respondents

In Figure 5-1 overleaf, thirty (N=30) responses were obtained. Nineteen (19, or 63%) were from South Africa, followed by three (3, or 10%) from Swaziland/Eswatini. Two (2, or 7%) respondents each were from Kenya and Namibia, and one (1, or 3%) each from Malawi, Tanzania, and Zimbabwe. The researcher acknowledges that the results could not be extrapolated as valid for all SCECSAL because the sample is not fully representative in this case. Therefore, country-level research may be necessary to obtain full details for each country.

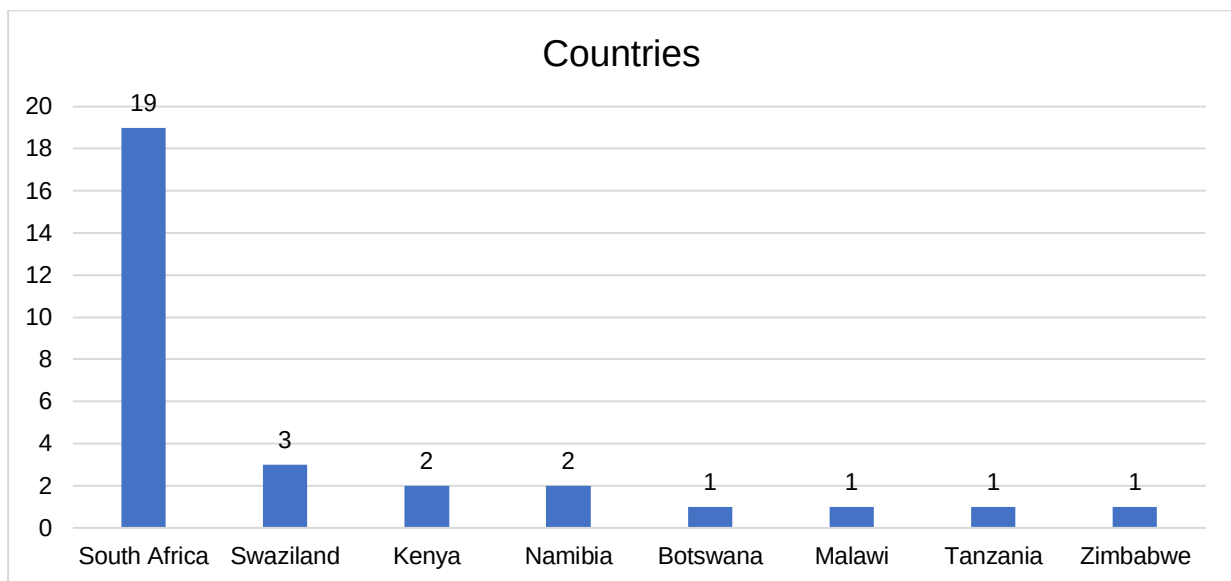


Figure 5-1: Respondent countries

It is evident from Figure 5-1, that more than half of the respondents were from South Africa, compared to other SCECSAL countries represented by mostly three (3, or 10%) or less. Accordingly, it could be safely assumed that the high South African participation may have skewed the results from the data analysis and interpretation towards a South African bias. The low response rate from respondents outside of South Africa (and within the SCECSAL region), did not allow for generalisations, assumptions and recommendations to be made to Africa.

Table 5-4 overleaf is a depiction of the respondents' responses pertaining to the open-ended question requiring the participants to indicate the section of the academic library they are working in. The responses showed that the respondents (N=30) are employed in various sections of the academic library. The analysed and categorised responses show that a total of fourteen (14) library sections were indicated.

Furthermore, five (5, or 18%) of the respondents indicated that they work in the faculty librarians or user services section. There were three (3, or 11%) participants working in "all sections of the library" and "management". Two (2, or 7%) of the respondents each worked in the library support services, circulation, ICT, information resources distribution, and research support /commons sections, while all other sections were represented by at least one (1, or 3%) respondent each. Meanwhile, the "other" sections varied, from corporate services, directorate, resources, to name but a few.

Table 5-4 (overleaf) further shows the responses of the respondents (N=30) to the open-ended question requiring them to indicate the role they play in social media being used by their libraries.

Table 5-4: Academic library sections

Number of themes	Library sections	Frequency	Percentage
1	Faculty Librarian / user services	5	18%
2	All sections	3	11%
3	Management	3	11%
4	Support services	3	11%
5	Circulation	2	7%
6	ICT	2	7%
7	Information Resources Distribution	2	7%
8	Research support / commons	2	7%
9	Corporate service	1	4%
10	Directorate	1	4%
11	E-resources	1	4%
12	Quality reporting	1	4%
13	Sole Librarian	1	4%
14	Technical services	1	4%
	Total	28	100%

Table 5-4 further shows the responses of the respondents (N=30) to the open-ended question requiring them to indicate the role they play in social media used by their libraries. This open-ended question was analysed accordingly, and the following main roles were identified:

- Information sharing or posting of information on social media;
- User support;
- Administration of social media platforms;
- Moderating social media platforms;
- Marketing and promotion;
- Managing social media platforms;
- Monitoring of social media platforms;
- Content creation;
- Collaborating with library professionals;
- Quality control; and
- Reporting on social media activities or collating of social media statistics.

From these identified themes, it is evident that respondents play various roles when interacting with the social media in their respective libraries. It was also noted that a respondent may play more than one role.

Table 5-5 overleaf shows the number of occurrences of the social media roles. The top three (3) social media roles indicated by respondents (N=30) were: information sharing or posting of information on social media platforms (12, or 26%); managing social media platforms (6, or 13%); and monitoring social media roles (6 or 13%). The least number of respondents (2, or 4%) were noted in the respective roles of quality control, collaborating with library professionals, content creation and moderating social media platforms.

Table 5-5: Social media roles of academic librarians

Social media roles	Frequency	Percentage
Information sharing or posting of information on social media platforms	12	26%
Managing social media platforms	6	13%
Monitoring of social media platforms	6	13%
Marketing and promotion	4	9%
Reporting on social media activities or collating of social media statistics	4	9%
User support	4	9%
Administration of social media platforms	2	4%
Collaborating with library professionals	2	4%
Content creation	2	4%
Moderating social media platforms	2	4%
Quality control	2	4%
Totals	46	100%

Furthermore, four respondents (4, or 9%) indicated that they do not play any role in social media in their academic libraries. These responses were not discarded from the analysis because the respondents' status of employment as academic librarians could be informative on account of their experience and views on social media which would benefit and contribute to the study.

According to the data presented in the preceding sections, there is no dedicated social media function in academic libraries yet, despite the fact librarians can play different roles in social media in academic libraries. The data also shows that social media roles

in academic libraries are not limited to any single section but are distributed as part of other library functions across the academic library.

The last part of the demographic information focused on identifying the development of social media in selected academic libraries. The respondents' responses in this regard are indicated below:

- Sixteen (16, or 53%) of the respondents (N=30) indicated that their academic library develops their own social media presence;
- Five (5, or 17%) of the respondents indicated that their academic library develops its social media presence as part of the institutional social media presence; and
- Only one (1, or 3%) respondent indicated that different sections in the academic library develop their own social media platforms.

Figure 5-2 is an illustration of respondents' responses regarding the deployment of social media in their libraries. Five of the respondents (5, or 17%) did not indicate any option regarding this question, while three (3, or 10%) of the respondents (N=30) indicated that they do not know how social media is deployed in their libraries. These eight (8, 27%) responses were kept as part of the analysis as the indication of the above would not influence on the questions posed further in the online questionnaire.

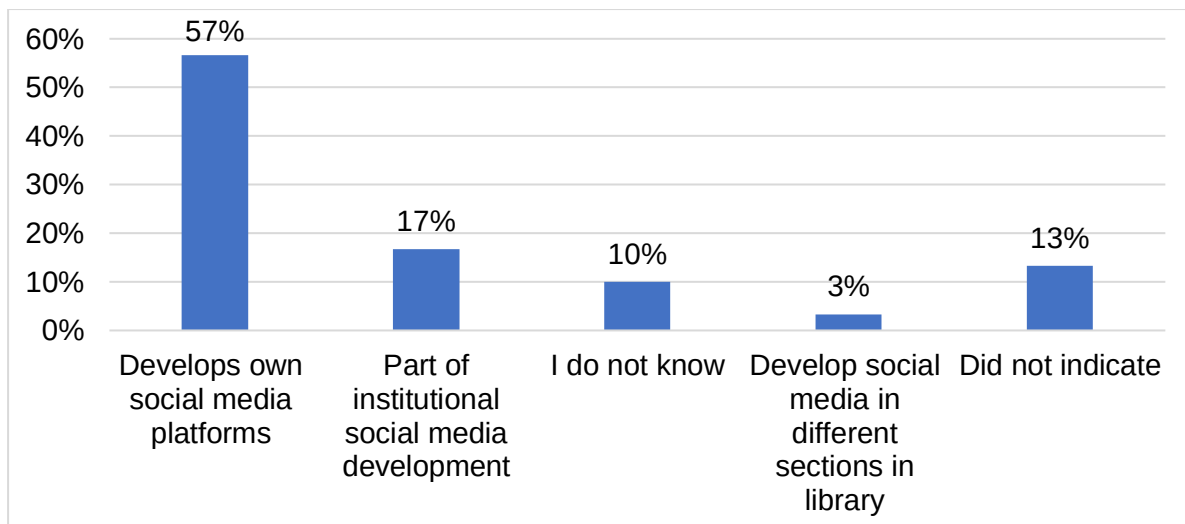


Figure 5-2: Social media platforms implementation

Based on the above-stated data, it is evident that more academic libraries develop their own social media presence than libraries that develop social media presence as part of the institutional social media presence, or that develop social media platforms per section.

For the rest of the analysis, the terminology was shortened to 'sectional', 'library' or 'institutional' when referring to the social media implementation format. The above-mentioned development and implementation of social media would be further used to create subsets of the of the responses, as presented below:

- N=30 (Total responses);
- N(a)=17 (Responses where social media implementation was indicated as sectional or own development);
- N(b)=5 (Part of institutional social media development); and
- N(c)=8 (Do not know how social media is implemented or no selection made for social media implementation).

The next section provides the data analysis and interpretation concerning the usage of social media in the academic libraries.

5.2.3 Social Media Usage in Academic Libraries

This section provides a presentation and analysis of social media usage data, which includes:

- Types of social media platforms;
- Purpose of social media platforms;
- Frequency of social media use; as well as
- Commencement and benefits of making use of social media platforms.

In the next section, a presentation and analysis of the types of social media platforms used in academic libraries is provided.

5.2.3.1 Types of Social Media

Figure 5-3 overleaf shows the types of social media used and the numbers of responses per type of social media. For the presentation of the types of social media used, all respondent responses (N=30) were analysed in respect of the types of social media currently being used by their academic libraries. respondents (N=30) could select one (1) or more social media type. A total of sixty-nine (69) indications were received.

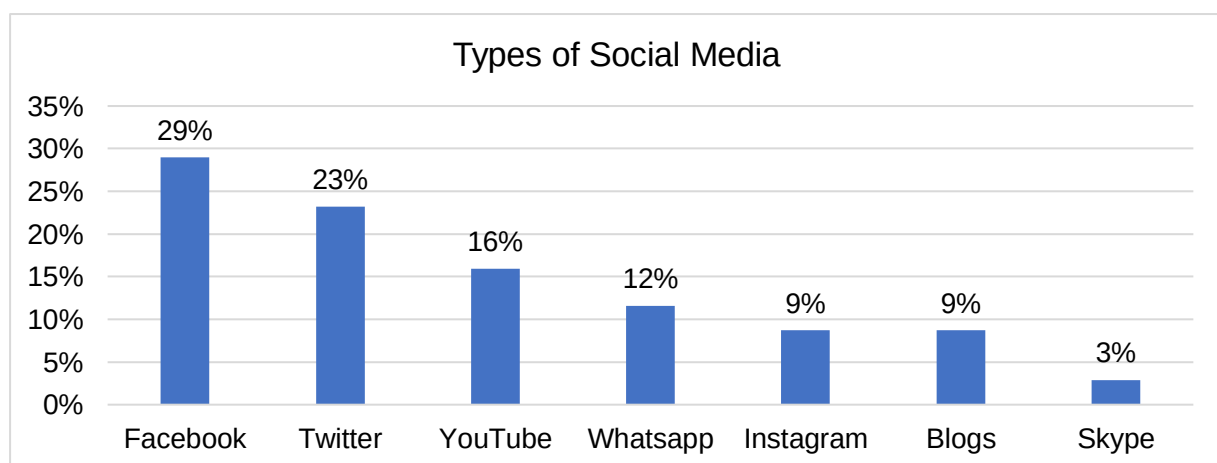


Figure 5-3: Types of Social media used by academic libraries

The top four (4) social media platforms indicated were Facebook twenty (20, or 29%) respondents, followed by Twitter (16, or 23%), YouTube (11, or 16%) and WhatsApp (8, or 12%).

The three social media platforms least indicated by respondents (N=30) were Instagram (6, or 9%), Blogs (6, or 9%) and Skype (2, or 4%). No respondents indicated any other platforms being used by their respective academic libraries. The data was further compared to respondents' countries (see Section 5.2.3). Due to the number of South African respondents, the social media platforms indicated were compared against the rest of the SCECSAL countries (see Figure 5-4).

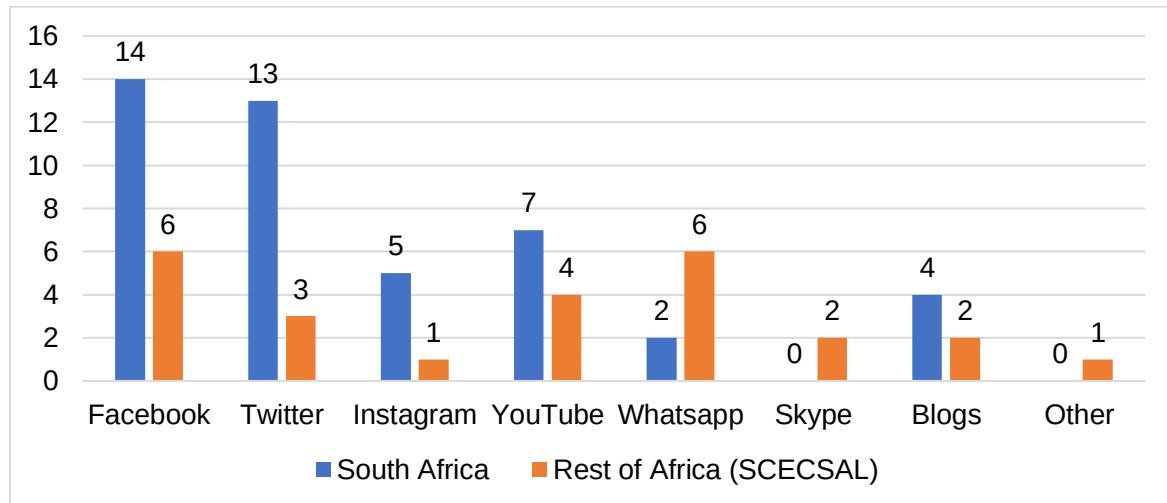


Figure 5-4: Types of social media South Africa vs other SCECSAL countries

It should be noted that the low response rate from academic librarians within the SCECSAL region (compared to South Africa) may not necessarily be reflective of a definitive list of platforms used in other academic libraries in SCECSAL or African.

An analysis of the identified types of social media shows that there is an alignment with global types of social media most used. However, there is a difference with most used social media types (see discussion in Section 2.3.1 of Chapter 2). According to Statscounter (2024), the top three (3) social media platforms used globally were: *Facebook*, *Twitter*, and *Instagram*, while regionally (Africa) it was *Facebook*, *YouTube* and *Twitter*. The data also correlates with studies by Adetayo and Williams-Ilemobola (2021), Bokoh et al. (2022), Chiparausha et al. (2024), Dube (2021), and Rabatseta et al. (2021). All these authors mention that the most used social media platforms in academic libraries were *WhatsApp*, *Facebook*, *Twitter*, *YouTube*, and *Instagram*. Similarly, the findings from the analysis in this study align well with all the above-cited and with global and regional statistics.

The purposes for using social media platforms in academic libraries are discussed next.

5.2.3.2 Purposes of Social Media

Table 5-6 summarizes the total indications per purpose and per social media type. A total of 163 indications were provided by respondents. Respondents were able to provide the purpose for each of the identified social media types. Respondents could select more than one (1) purpose per social media type. As a result, it was found that one social media type could be used for multiple purposes.

Table 5-6: Purpose of social media platforms

	Facebook	Twitter	Instagram	YouTube	WhatsApp	Skype	Blogs	Total
Answering enquiries	11	7	0	1	5	1	0	25
Announcements	14	10	3	0	2	0	2	31
Events	13	10	2	2	1	0	2	30
Marketing	13	10	3	5	3	0	2	36
Training	5	5	0	5	1	0	0	16
User feedback	7	4	0	0	3	0	0	14
I don't know	0	0	1	0	0	0	1	2
Other	2	2	0	1	0	1	3	9
Total	65	48	9	14	15	2	10	163

In terms of Table 5-6, the most indicated purpose (36 indications, or 22%) for using social media was for the marketing of library services and resources. This was followed by using social media to make library announcements to clients (31 indications, or 19%) and communicating about library events (30 or 18%). Using social media platform for the purpose of answering queries was 25 (or 15%), while training was 16 (or 10%), and user feedback was 14 (or 9%).

Comparing the data to the types of social media, the analysis reveals that *Facebook* and *Twitter* are used for all-purpose, while *WhatsApp*, *Blogs*, *YouTube* and *Instagram* have more specific uses. This aligns with uses reported in previous studies (see Section 2.4.3 in Chapter 2) as was reported by Burclaff and Johnson (2014), Enis (2017), Gaha and Hall (2015), and, Jones and Harvey (2019).

Compared to other studies, the data aligns with the purposes listed in Section 2.4.3. In that regard, Table 2-2 in Chapter 2 shows that the purpose of social media use is related to marketing, announcements, improving service delivery and user interaction. It is also noted from the data (in Chapter 5) that none of the respondents indicated using social media for research collaboration, or for information literacy purposes as reported in studies by Burclaff and Johnson (2014), Gaha and Hall (2015), Kaur (2016), Mabweazara and Zinn (2016b), Peacemaker et al., (2016), and Ponelis (2013).

It is therefore concluded that the use of social media is mostly consistent with what is already known, as no new purposes were identified in this research study. The next section reports on the frequency of social media use in academic libraries.

5.2.3.3 Frequency of Posting Content

Figure 5-5 shows the respondents' responses regarding the frequency or regularity of posting social media content on their respective academic libraries' platforms. Respondents could indicate frequency per social media platform. A total of 67 indications were obtained for all the options provided in the question. From the 67 indications, only 58 (87%) were further analysed and nine (9 or 13%) of the responses were not included. These nine (9) included options of "I don't know", which accounted for four (4) indications. Additionally, there were five (5) responses indicated "never", which was only selected by respondents for the institutional development of social media, and not the sectional and library development question. This was an error observed during data analysis. Therefore, the 58 indications were further analysed.

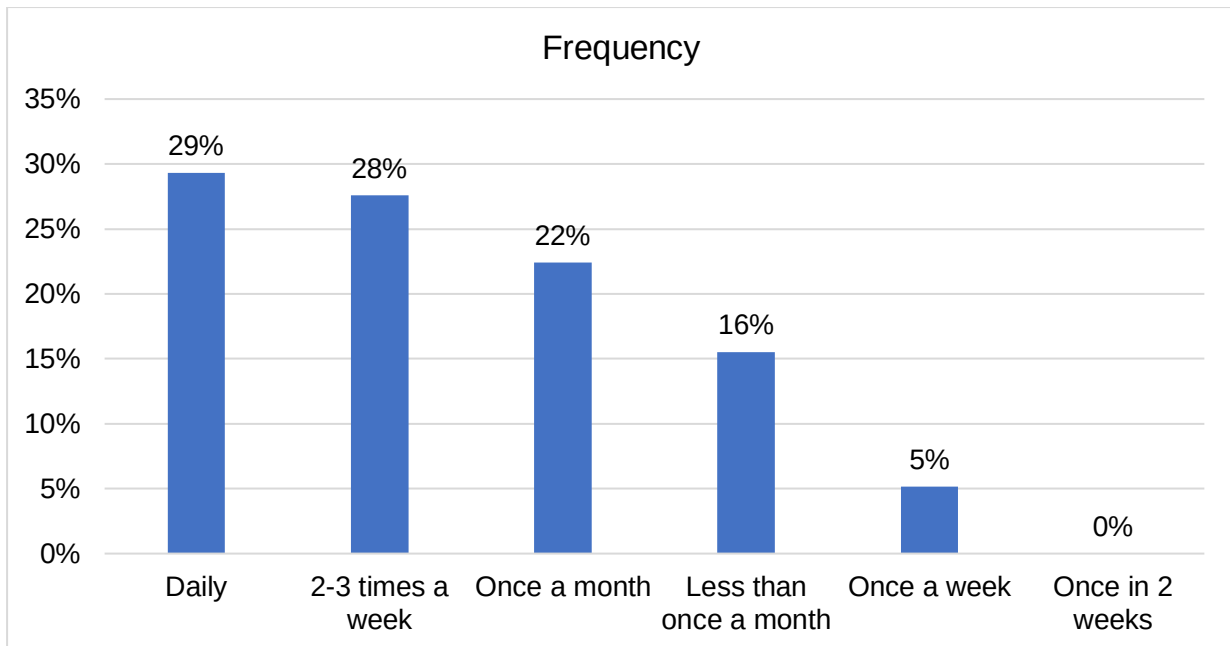


Figure 5-5: Frequency of social media posting

Overall, 17 (or 29%) of respondents indicated that their institutions post content daily, followed by 16 (or 28%) who mentioned that content was posted 2-3 times a week, while thirteen (13 or 22%) of the respondents indicated that posting occurred only once a month. Only a few respondents (9, or 16%) mentioned posting of content less than once a month, while three (3 or 5%) mentioned that posting of content occurred once a week. There was no indication of posting occurring once in 2 (two) weeks.

Table 5-7 shows a summary of the posting frequency per social media type. Based on the data provided, it can be concluded that social media content is updated on regularly.

Table 5-7: Frequency of social media posting

	Daily	2-3 times a week	Once a week	Once in 2 weeks	Once a month	Less than once a month
Facebook posting frequency	4	9	0	0	3	2
Twitter posting frequency	4	5	2	0	1	1
Instagram posting frequency	1	1	1	0	1	1
YouTube posting frequency	1	0	0	0	4	4
WhatsApp posting frequency	6	0	0	0	1	0

	Daily	2-3 times a week	Once a week	Once in 2 weeks	Once a month	Less than once a month
Skype posting frequency	0	1	0	0	0	0
Blogs posting frequency	0	0	0	0	3	0
Total "other" posting frequency	1	0	0	0	0	1
Total posting frequency	17	16	3	0	13	9

The above-stated data is slightly different from the findings of a study by Rabatseta et al. (2021), which found that the use of social media such as Facebook, Twitter, and YouTube, occurs daily in academic libraries. More respondents in this study indicated that Facebook and Twitter were posted twice or thrice per week, rather than daily. From the data, it was also found that WhatsApp is used daily in comparison with the other frequencies. As such, it could be assumed that the frequency of updates could differ on account of the type of platforms used. The following section provides an overview of social media commencement in academic libraries.

5.2.3.4 Commencement of Social Media

Respondents (N=30) were asked to indicate the time (date) during which their academic libraries started using social media. Figure 5-6 (below) shows the respondents' responses regarding such commencement per social media type. Due to the options provided, respondents could indicate the time or date of commencement per type of social media identified.

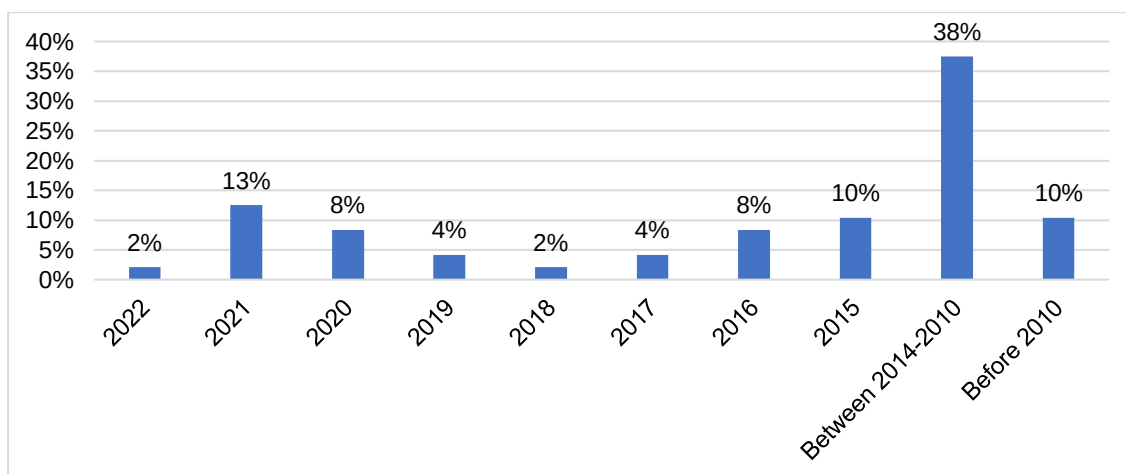


Figure 5-6: Social media commencement

The data presented shows that most respondents (18, or 38%) indicated that social media was operationalised between 2014 and 2010, followed by six (6) respondent (6, or 13%) who mentioned their commencement as 2021. Five (5) respondents (or 10%) of indications showed their commencement as between 2010 and 2015. Four (4, or 8%) of the respondents indicated commencement as 2016-2020. Furthermore, the lowest indications of commencement years were from two respondents (2, or 4%) who reported 2017-2019, and one respondent (1, or 2%) who reported their commencement as 2022-2028.

The data was further analysed in respect of social media commencement, as shown in Table 5-8.

Table 5-8: Social media platform commencement

	2022	2021	2020	2019	2018	2017	2016	2015	Between 2014-2010	Before 2010
Facebook	0	0	0	0	0	0	1	0	7	3
Twitter	0	1	0	0	1	0	0	1	6	2
Instagram	1	0	0	1	0	1	0	0	1	0
YouTube	0	1	0	0	0	0	2	3	1	0
WhatsApp	0	2	2	1	0	1	0	1	0	0
Skype	0	1	0	0	0	0	1	0	0	0
Blogs	0	1	0	0	0	0	0	0	3	0
Other	0	0	2	0	0	0	0	0	0	0
Total per year	1	6	4	2	1	2	4	5	18	5

Table 5-8 shows that there was a trend to use Facebook and Twitter as early as before 2010. Between 2010 and 2014, it appears that most academic libraries experimented with Facebook, Twitter, and Blogs. Thus, it could be established from the data that social media (irrespective of the specific type) were implemented in academic libraries prior to 2010. It is also established that social media implementation is ongoing, as these platforms are still being implemented.

The above-stated details are in alignment with the study by Rabaseta et al. (2021), which found that social media have been in use in South Africa for at least five years or longer. It should be noted that several respondents were not able to indicate the

period during which their platforms were implemented by their academic libraries. This may be due to respondents not being employed at the specific library, or may have not been involved in implementation, or may have occupied different positions at the time of implementation. Moreover, the question did not include an option for “I do not know” which was an oversight in the development of the online questionnaire.

The next section analyses the benefits academic libraries derive from using social media.

5.2.3.5 Benefits of Social Media

Respondents mentioned a variety of benefits accruing from the use of social media in their academic libraries. The data was analysed, and themes (identified in keywords) in the responses were observed. The key themes identified from the open-ended question were convenience, information dissemination, communication, marketing, feedback, engagement, low cost, easy to manage, reach, visibility, relevancy, interaction, answering questions, control, training, and brand.

In respect of the benefit derived from using social media, one (1) respondent mentioned that: *“Meeting our clients in their personal spaces thus understanding their user experiences ... Exploring different marketing platforms. enacting our university mission of student centeredness”*. (P24)

The benefits mentioned by respondents are in alignment with the purposes of social media identified through literature (see Section 2.4.3.) and as identified during the empirical research and data analysis (see Section 5.2.4.2.). From the acquired empirical data, it is noted that there is a link between the purposes and benefits derived from using social media.

In Chapter 2 (Section 2.4), the benefits were described as positive aspects that are related to the use of social media for organisations, higher education, and academic libraries. The data shows further that the positive aspects are aligned with those identified by other authors and previous research, as well as findings in other international organisations (Boudreaux, 2011; Crumpton & White, 2016; Kumar & Nanda, 2019; Van Den Berg & Struwig, 2016).

From the analysed data in this study, it is further noted that respondents did not mention any benefits that are related to innovation, impact on decision making, or value for academic libraries. It was expected that these would have been highlighted in academic libraries as seen in publications and research in higher education (see Section 2.5).

The next section focuses on the social media challenges in academic libraries.

5.2.4 Social Media Challenges

The social media challenges section of the online questionnaire focused on identifying challenges relating to the content, management of platforms, staffing, technological, time, staffing and platform maintenance. This section also included questions on how academic libraries manage and resolve the various social media challenges.

5.2.4.1 Types of Challenges

Respondents (N=30) indicated the challenges applicable to their academic libraries' social media (refer to Figure 5-6). Respondents could select all applicable options (more than one option). A total of 87 selections were made in respect of the social media challenges.

Figure 5-7 overleaf shows the respondents' responses regarding these challenges. As such, the social media challenges related to staffing, time management, content and management of platforms were the highest, as indicated by thirteen (13, or 43%) of respondents. Technological and training challenges were indicated by ten (10, or 33%) of the respondents, followed by eight respondents (8, or 27%) who mentioned platform maintenance challenges. In addition, four respondents (4, or 13%) indicated that their libraries experienced "other" challenges, and three (3, or 10%) of the respondents indicated that their libraries did not experience any challenges.

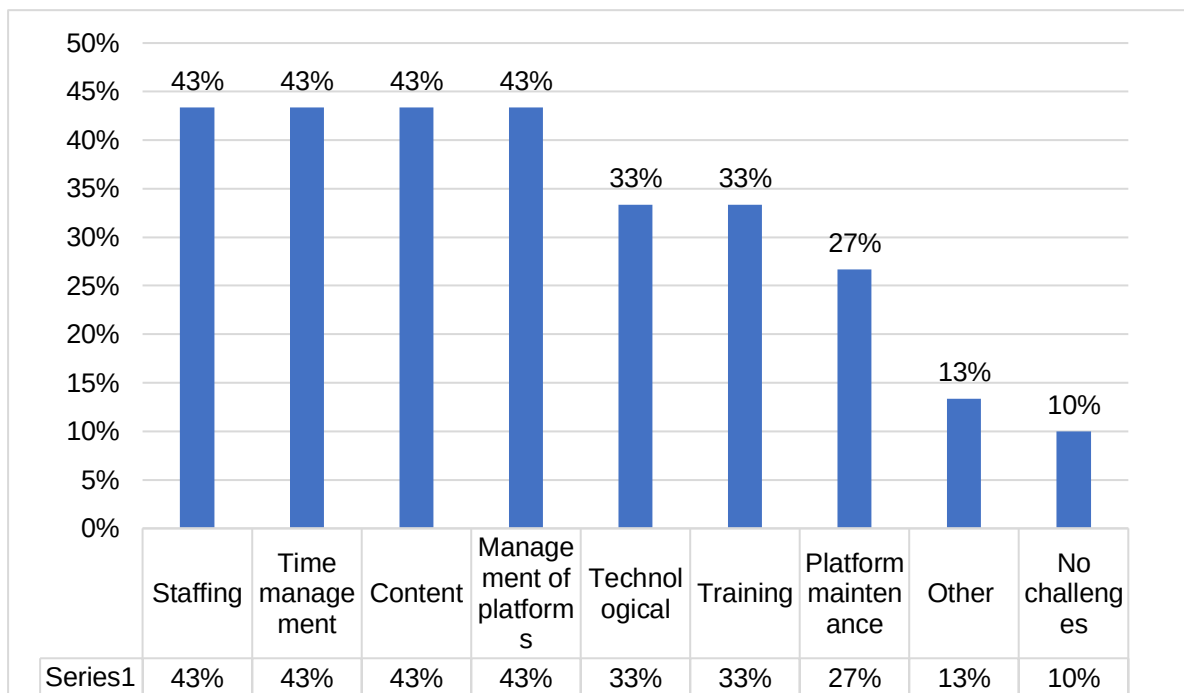


Figure 5-7: Social media challenges

The data was further analysed in order to understand the context and management of the challenges experienced. Respondents provided descriptions of each of the challenges. The following section provides a presentation and analysis of the respondents' description of the respective challenges, where they existed.

5.2.4.2 Context of Challenges

Content challenge

Table 5-9 reflects the respondents' descriptions of the *content challenges*. Twelve (12, or 40%) of the sampled respondents (N=30) provided descriptions relating to the identified content challenges, whose key themes are also shown in the table below.

Table 5-9: Content challenges

Main Themes	Frequency
Content relevance	1
Amount of content	2
Content upload and quality checks done by other university departments	2
Expertise needed for meaningful content	1
Responsibility to create content	2
Skipping of authorisation to post	1
Creating content consumes staff time	1
All staff don't contribute	1

Main Themes	Frequency
Content sparks debate	1

More than one (1) respondent indicated that the content challenges experienced related to the upload of content and quality of content that is performed by other departments in the university. It was also indicated that there was a challenge regarding the responsibility of creating content, and the amount of content that is made available. This is confirmed in the two below-cited descriptions by the respondents:

"Creating content is not included in anyone's contracts and as such many do not view it as their responsibility." (P7)

"Content owners do not create or share and submit content for publishing." (P17).

Management of platforms challenges

The captured responses pertaining to the *management of platforms challenge* are reflected in Table 5-10.

Table 5-10: Platform management challenges

Main Themes Identified	Frequency
Coordination (social media posting, centralisation of social media management)	4
Social media responsibilities and dedicated social media librarian or team	5
Time needed for social media	2
Lack of social media skills	1
Total	12

Responsibilities and dedicated social media librarians were mentioned as platform management challenges by five (5, or 42%) of the respondents, followed by coordination (e.g., posting, and centralisation of social media management in academic libraries) mentioned by four (4, or 33%) of the respondents. Challenges of time and skills in platform management were the least mentioned themes, as demonstrated respectively by two (2, or 17%) and 1 (1, or 8%). Shown below is one of the respondents' perspectives regarding management-related challenges:

"There seem to be a confusion regarding which section should manage these platforms. The management of social media platforms is not centralised, and the activities are performed by more than one section. I personally think that this

practice is problematic as such an important tool requires to have a central home". (P38)

The above-stated challenge correlates with the finding in Section 5.2.2, which shows that social media in academic libraries are managed across sections and roles. The next section reflects on the platform maintenance challenges.

Platform maintenance challenges

Table 5-11 is a depiction of the respondents' responses regarding the *platform maintenance* challenges and the associated key themes in the context of social media responsibility, time management and social media skills.

Table 5-11: Platform maintenance challenge themes

Main Themes Identified	Frequency
Time needed to maintain and use social media platforms	3
Social media responsibilities and dedicated social media librarian	2
Skills needed to maintain platforms	1
Total	6

Most respondents, (3, or 50%) described platform maintenance challenges as relating to time needed to maintain platforms. Two respondents (2, or 33%) mentioned that platform maintenance should not be an individual's responsibility, and that there was no dedicated person assigned to platform maintenance. Only one respondent (1, or 17%) described platform maintenance as linked to the challenge of skills needed to maintain social media platforms. The below-cited respondent response testifies to this:

"Maintenance requires some time and skills" (P38). And another respondent "No dedicated person responsibilities are shared so it's part of a few people's jobs" (P26).

The next section describes staffing challenges related to social media.

Staffing challenge themes

Respondents explained the challenges of social media in relation to staffing of the platforms. The key themes identified in this regard are social media responsibilities shared with other responsibilities, sharing time and challenges of time management

to manage all duties including social media duties, lack of staff or dedicated social media staff, process (communication) with regards to social media, knowledge of social media platforms, social media skills, lack of social media training, and technological related examples e.g., social media platforms blocked.

Table 5-12 shows the respondents' categorised responses, themes, and frequency of occurrences regarding the staffing challenges.

Table 5-12: Staffing challenges

Main themes Identified	Frequency
Social media responsibilities and no dedicated staff	5
Lack of time to work on social media platforms	2
Staff commitment to social media activities	1
Communication is only one way	1
Social media restrictions	1
Lack of skills	1

"The social media responsibility is spread over 4-5 departments and the staff do not work together or have dedicated times to work on social media issues/challenges" (P7)

"Fully committed staff are need to manage the platforms" (P50)

"Lack of digital marketing skills" (P61)

The next section presents the technological challenges of social media platforms.

Technological challenges

Respondents explained the challenges in relation to technological challenges of social media platforms, which were related to skills and training needed for social media, social media platforms having access restrictions for clients, the fast pace of social media trends and the ease of use of platforms that are challenges to academic libraries. Table 5-13 (overleaf) shows the relevant themes and frequency of occurrence in this regard.

Table 5-13: Technological challenge themes

Main Themes Identified	Frequency
Skills and training needed for social media	3
Access restrictions	1
Fast pace of social media trends	1
Ease of use	1

The two below-cited excerpts depict the technological challenges of social media from the perspectives of the respondents:

“Not all staff have the same level of technological skills or knowledge”. (P7)

“ICT trends are too fast, the same as favourite social platforms”. (P43)

The next section describes time management challenges related to social media platforms.

Time management challenges

Respondents explained the time management challenges in relation to social media platforms. Most of these responses related to staff not having ample time to perform assigned duties as well as social media duties and the response time of the library to social media comments. Table 5-14 provides the main themes and number of responses in this regard.

Table 5-14: Time management challenge themes

Main Themes Identified	Frequency
Staff not having enough time to work on social media due to other duties (responsibilities)	4
Library’s social media response time	3
Outdated social media information due to fast turnaround time	1
Approval process takes up time	1

“Communication is very formal and has to be approved. No timeous response is given on the issues that students raise”. (P21)

“Sharing time between other duties and the media platforms is not easy”. (P50)

Training challenges

The key themes identified under the training challenges are provided in Table 5-15. These challenges were related to the general lack of social media training interventions for academic librarians.

Table 5-15: Training challenge themes

Main Themes Identified	Frequency
Lack of social media training	3
Lack of social media trainers	1
Availability of training	1
Total	5

“No reliable trainers to train staff on the necessary skills to manage the platforms”
(P50).

“Sufficient training available” (P17)

“No training provided figuring it out as we go” (P26)

From the above-stated details, it appears that all the challenges have some common key themes. The highest number of common themes are: time (lack of time), responsibilities of social media, and social media skills.

From the 5 (five) challenges mentioned previously in Table 5-15, the most frequently occurring themes were mentioned as follows:

- Time (of lack of time) -mentioned in five (5) of the six (6) challenges;
- Responsibilities of social media – mentioned in five (5) of the six (6) challenges; and
- Social media skills / training mentioned across all six (6) challenges.

Furthermore, the least common themes across the challenges were:

- Content (coordination (1);
- Staff commitment (1);
- Social media restrictions (1);
- Ease of use (1); and
- Fast pace of social media trends (1).

When comparing the challenges and themes reported above with challenges described in Section 2.5., it could be confirmed that many of these challenges were also reported in the literature. The themes of responsibility, time, process and skills are aligned with the personal challenges (see Section 2.6.5), which resonates with the findings in studies by Bakare and Bakare (2021), Chew et al. (2020), Muneja et al. (2012), Nduka et al. (2021) Tokwe (2021), and Zohoorian-Fooladi and Abrizah (2014).

The theme related to communication, dedicated staff, prioritisation, coordination, and relevance of content was not noted in the social media challenges relating to academic libraries (see Section 2.6.5). However, these communication-related challenges do align with the challenges describes by Valos et al. (2017) as discussed in Section 2.5.

Table 5-16 overleaf is a comparative depiction of the above-cited challenges as discussed in Section 3.4 (*strategy/ policy, organisational approach and structures, guidelines and controls, monitoring, measurement and evaluation, staff training, development, and performance indicators*) and their alignment with social media governance elements.

Table 5-16: Challenges vs social media governance elements

Social Media Governance Elements	Challenge themes
Strategy/ policy, organisational approach, and structures	• Skipping of authorisation to post. • Responsibility to create content. • Coordination (social media posting, centralisation of social media management). • Social media responsibilities and dedicated social media librarian or team. • Time needed for social media. • Communication is only one way. • Approval process takes up time.
Guidelines and controls	• Content upload and quality checks done by other university departments. • Content relevance. • Amount of content. • Social media restrictions. • Access restrictions.
Staff training development	• Expertise needed for meaningful content. • Lack of social media skills. • Skills needed to maintain platforms. • Lack of social media training. • Lack of social media trainers. • Availability of training.

From the comparison in Table 5-16, it could be inferred that some of the academic libraries' social media challenges are related to social media governance elements. Three (3) social media governance elements that were not identified during the above comparison were: monitoring, measurement and evaluation, and performance indicators.

Themes relating to network, bandwidth, internet access, technical facilities, budget, language, privacy security (identified in Section 2.6.2.) were not frequently listed by respondents. These challenges were then identified for discussion in conjunction with the two focus groups in order to gain clarity on reasons for the online questionnaire respondents not mentioning these challenges. The possible reasons in this regard are discussed in Sub-section 5.3.2.4. The following section discusses the academic libraries' responses to with the identified social media challenges.

5.2.4.3 Addressing Challenges

Respondents were provided an open-ended question requiring them to indicate how their academic libraries have addressed the social media challenges mentioned in Section 5.2.5. The main themes identified during the analysis are indicated in Table 5-17. Table 5-17 further includes the comparison to social media governance elements relating to methods used to address challenges.

Table 5-17: Social media challenges described

Social Media Challenges	Methods to Address Identified Social Media Challenges	Related Social Media Governance Element
Content Challenges	• Sending staff for training • Establishing marketing committees • Assigning marketing committee members to post content to social media platforms. • Developing guidelines to check content and authorise for content publication	• Staff training development • Strategy/ policy, organisational approach and structures • Guidelines and controls
Management of Platform Challenges	• Converting content for posting to different platforms • Posting across sections and platforms • Linking social media platforms • Identifying staff to manage platforms. • Tasking each section to manage their part of the platform for example Marketing handling queries.	• Strategy/ policy, organisational approach and structures
Platform Maintenance	• Social media working instated. • Identifying staff to manage platforms. • Each dedicated section (in the library) to contribute to platform maintenance. • Responsible staff asked to submit monthly reports as one way of checking continuous maintenance of the platforms	• Strategy/ Policy, organisational approach and structures • Monitoring
Staffing	• Line manager assigns duties • Interns to assist with social media activities • Identifying staff to manage platforms • Each library section appointing dedicated staff to handle their area on the social media platform • Providing social media training for library staff • Creating of social media committees • Identifying online digital courses and webinars for social media training	• Strategy/ Policy, organisational approach and structures • Staff training development • Guidelines and controls

Social Media Challenges	Methods to Address Identified Social Media Challenges	Related Social Media Governance Element
Technological challenges	• Responsibilities is assigned to library ICT • Training staff to create content • Facilitating on-the-job learning • ICT support in the library to assist and escalate what they can't deal with to the university ICT • Support staff to take some courses in ICT	• Strategy/ policy, organisational approach and structures • Staff training development
Time Management	• Social media response time available. 24 Hours. • Cross posting between social media platforms • Only responding to questions not already addressed on frequently asked question webpage • Assigning more staff members • Creating guidelines on time management for staff • Responding to social media queries during working hours only	• Strategy/ policy, organisational approach and structures • Guidelines and controls

It is noted from the participants' responses that academic libraries have addressed social media challenges in a variety of ways. The most noted challenges relate to staff training, assigning of responsibilities, development of guidelines, establishing committees (marketing and social media), and addressing challenges by assigning staff to social media work.

There were also respondents indicating that no plans have been put in place, or that no solution has been found to address the challenges. To that effect, one respondent indicated that: *"Social media activities are still managed from different angles. Perhaps as time progresses our library management will realise the importance of centralising social media platform management"*. (P38)

It was noted that respondents did not indicate challenges being addressed through social media policies (as was reported in literature in Section 2.5). Data shows that the ways in which the academic libraries have addressed social media challenges aligns more with social media strategies (see Section 2.7.2). The social media strategy focuses more on the operations of social media; that is, content scheduling, coordination of staff, and assessment (Boudreaux, 2011; Ramsey & Vecchione, 2014).

In comparison, the social media policy focuses more on regulation, education, protection and guidelines of social media for organisations, as proposed by Di Gangi et al. (2018) and, Gaha and Hall (2015).

Based on the above analysis, it is inferred that the methods used to address challenges in academic libraries is in alignment with some of the social media governance elements (see Section 3.4.) as shown in Table 5-17; that is, guidelines and controls, staff training, organisational approach and structures.

The following section discusses how social media challenges are resolved in academic libraries.

5.2.4.4 Resolving Challenges

Respondents (N=30) were requested to indicate whether the challenges indicated previously in Sub-section 5.2.4.2 have been addressed. Respondents could indicate their response to each type of challenge. Table 5-18 shows the respondents' responses to the challenges being addressed. Most respondents indicated that challenges were partially addressed (40 indications), followed by challenges not addressed (27 indications), and fully addressed (8 indications).

Table 5-18: Social media challenges addressed

	Fully Addressed	Partially Addressed	Not Addressed and Remain	I don't know
Content	2	9	5	0
Management of platforms	2	8	5	0
Platform maintenance	2	6	2	1
Staffing	1	9	5	0
Technological	1	5	3	3
Time management	0	3	7	4
Other	0	0	0	0

Most respondents (9, or 30%) indicated that content challenges were partially addressed, compared to two (2, or 7%) who indicated that content challenges were fully addressed and five (5, or 17%) who indicate that these challenges have not been addressed and still remain. A similar trend was observed in relation to the management of platform challenges, staffing and technological challenges. In this

regard, more respondents indicated that these challenges are partially addressed, followed by those that were not addressed and still remain, and finally those that were fully addressed. The latter was the least indicated. In contrast, it is noted that none of the respondents indicated that the time management challenges were fully addressed. Accordingly, most respondents indicated that the challenges pertaining to time management have not been addressed and still remain.

The next section discusses the reasons for non-resolution of challenges.

5.2.4.5 Reasons for Non-resolution of Challenges

Respondents were requested to provide reasons for the non-resolution of the identified challenges. The following key themes emerged from their responses in that regard:

- The power and use of social media for academic libraries is not understood;
- Social media is not a priority;
- Social media not seen as a strategic communication tool;
- Social media challenges are less important than other library challenges;
- Social media is a neglected area in the library;
- The library structures inhibit assignment of social media work;
- Lack of resources, e.g., staff, time, finance dedicated to social media;
- Client preferences; and
- Lack of policy on social media.

From the analysed data, it emerged that the main reasons provided by respondents for the unresolved challenges related to the low priority that social media platforms receive in academic libraries. It is further noted that the lack of resources such as time, staff, structures, and finances contributed to the challenges experienced when working with or supporting social media platforms. These reasons are in resonance with those proffered by Naraine and Parent (2017) and Valos et al. (2017) in their studies (refer to Section 2.6).

From the discussion above, it is noted that the challenges of social media in academic libraries are related to social media governance elements, which academic libraries

have to address. Thus, there is still further need to resolve the social media challenges that have been identified.

The following section provides an analytic perspective of social media management in academic libraries.

5.2.5 Management of Social Media

This online questionnaire included a section for questions that pertain to the responsibility for the overall management of social media platforms in academic libraries, social media role (s) associated with the library positions, ownership, and the effectiveness of social media controls.

5.2.5.1 Responsibility for Social Media

Respondents indicated the sections of their academic library that are mainly responsible for the overall management of social media platforms (see Figure 5-7). Respondents could make more than one selection in this regard.

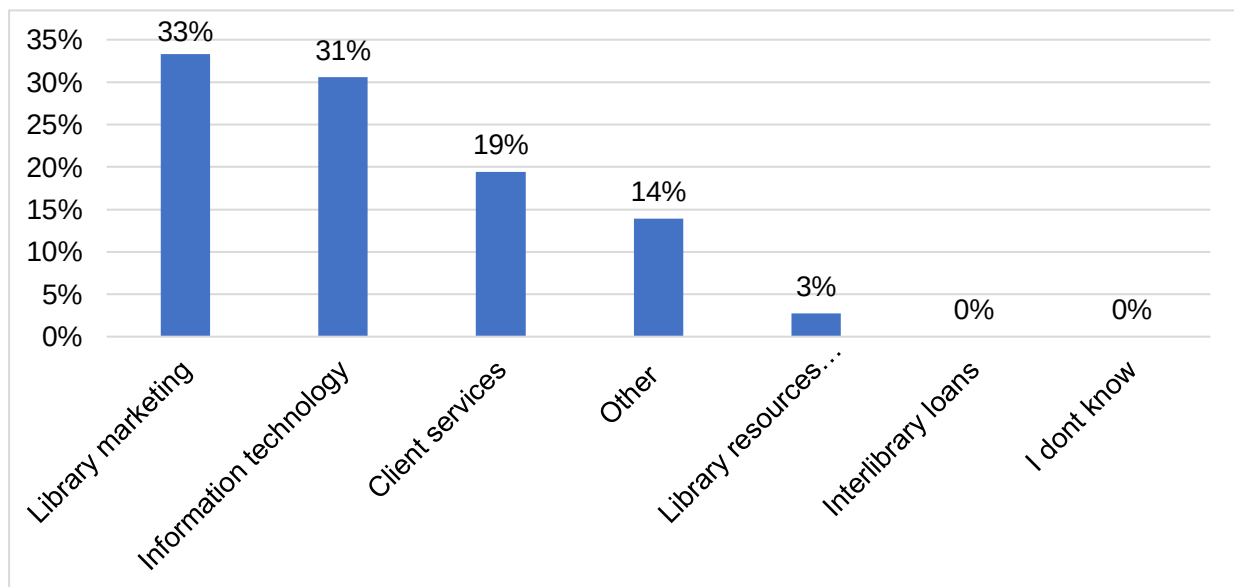


Figure 5-7: Social media responsibility

Extrapolated from Table 5-8 is that a total of thirty-six (36) selections were made by respondents. Of these, twelve (12, or 33%) of the respondents indicated that social media responsibility is within library marketing, followed by eleven (11, or 31%) who indicated information technology (library systems administrators and web developers).

Additionally, seven (7, or 19%) indicated that client services (information specialists, personal librarians, information assistants, circulation) are responsible for social media.

The lowest indications for social media responsibility were provided for the library resource management section by one (1, or 3%) respondent, and no indications were made for interlibrary loans. In addition, four (4, or 13%) of the respondents indicated “other”. The sections indicated for “other” related to aspects such as request and delivery, marketing department and enquiries team. In the latter regard, one of the respondents indicated being the only employee in their institutional library. As a result, the respondent is responsible for managing the social media platform and co-managing the department’s platform with the secretary of the particular department. Below is an example of the respondent’s response in this regard:

“I’m the only staff member in the library. I manage the citizen science social media platforms and co-manage the department’s platform with the department’s secretary.” (P30)

Based on the above extract, it appears that Library marketing and Information Technology sections are mainly responsible for social media in academic libraries.

The next section discusses social media roles and academic library positions.

5.2.5.2 Social Media Roles vs Academic Library Positions

The respondents (N=30) mentioned some of the existing library positions in respect of the role (s) that they thought could generally be associated with social roles. The respondents could make one or more selections. Accordingly, their responses were analysed on the basis of the possible social media roles vis-a-vis the existing library positions as follows: social media administrator; social media content creator; social media manager; social media technician; and no role. These roles are discussed in the following paragraphs.

Social media administrator:

Forty-three (43) selections were made to indicate the positions associated with the social media administrator role. The below cited three (3) library sections were associated most with the *social media administrator* role (see Figure 5-8):

- Library marketing eleven (11, or 26%) indications;
- Client services nine (9, or 21%) indications; and
- Information Technology seven (7, or 16%).

Figure 5-9 overleaf is a depiction of the indications regarding the responsibility of social media administrator in respect of (vis-à-vis) library sections in which they (respondents) are employed.

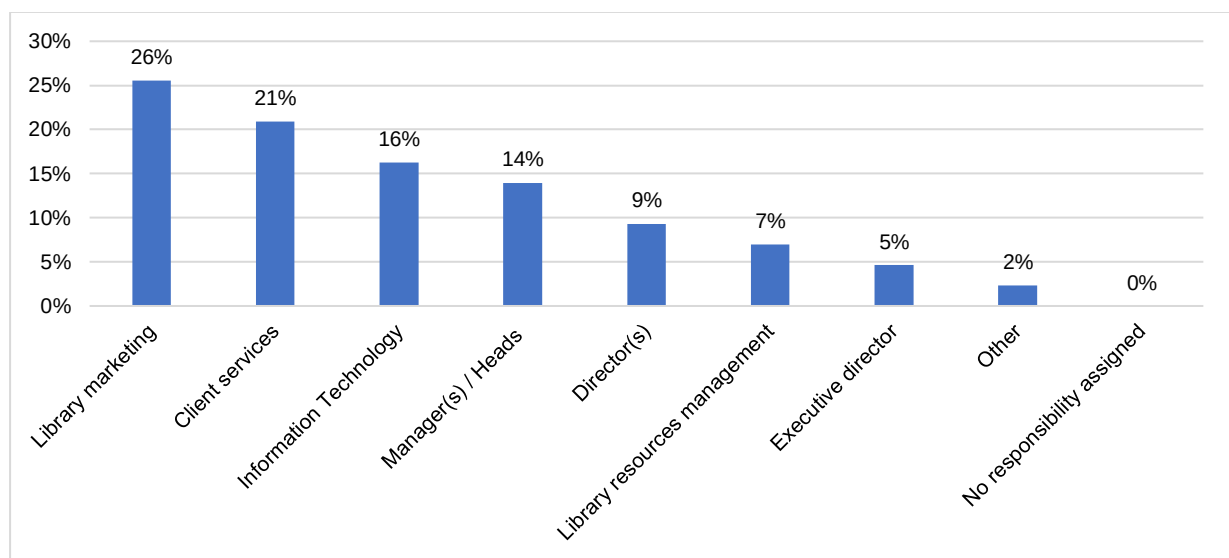


Figure 5-8: Social media administrator vis-a-vis library sections

In terms of Figure 5-9, the indications for the role of social media administrator for Manager(s)/ Head(s) of departments or sections were provided by six (6, or 14%) of the respondents, Directors (4, or 9%) of the respondents, and Library resource management staff by three (3, or 7%) of the respondents. The role of Executive Director was indicated by two (2, or 5%) of the respondents. Only one (1, or 2%) respondent indicated “other”, and no indications were provided for “no responsibility”.

The following section provides a presentation of the role of the social media content creator.

Social media content creator:

Indications for library sections that should be responsible for social media content creation received 61 indications. In terms of Figure 5-9, the top three (3) positions that were associated with social media content creator were:

- Library marketing (16, or 26%) indications;
- Client services (14, or 23%) indications; and
- Library resources management eleven (11, or 18%) indications.

Figure 5-10 overleaf is a depiction of the indications relating to the responsibility of social media content creator in respect of (vis-à-vis) library sections in which they (respondents) are employed.

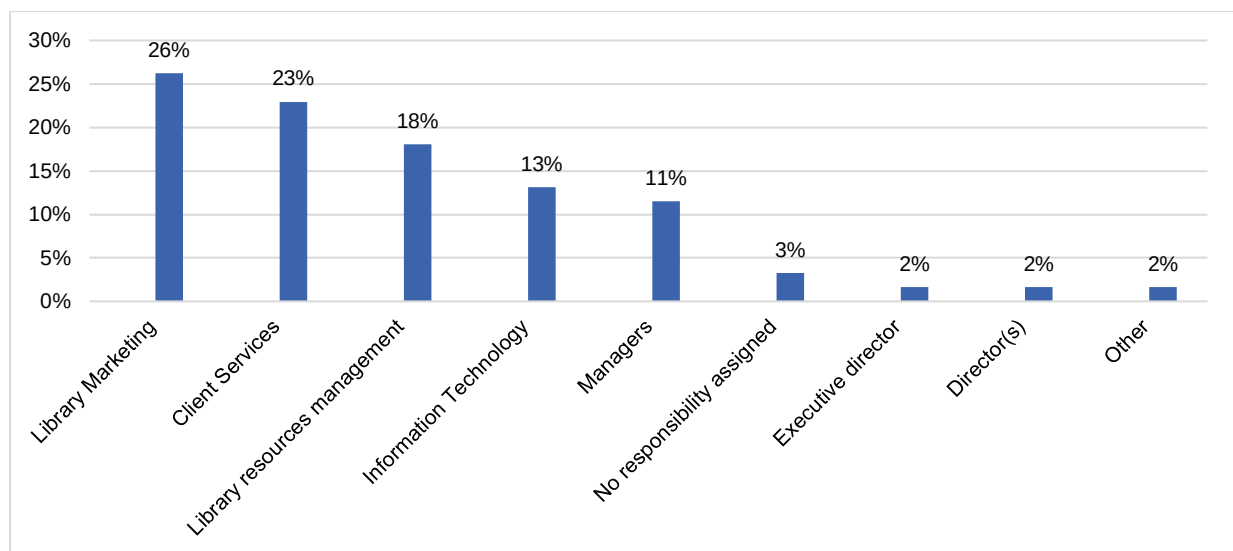


Figure 5-9: Social media content creator vs Library sections

Emanating from Table 5-10 is that Information Technology (IT) received eight (8, or 13%) indications, while Managers or Heads of Departments (HoD) or sections received seven (7, or 11%) of the indications. The least indicated sections were for the Executive Director and Director, with one (1, or 2%) indications each.

From this analysis, it is noted that management roles are less associated with social media content creation. However, the role is associated more with marketing, client services and resources management. The next section presents the library sections or positions associated with the social media manager as shown in Figure 5-10.

Social media manager:

Thirty-six indications were received for the social media manager and library sections. The top three (3) library sections associated with this role were:

- Library client services and Library marketing (9, or 25%) indications each; and
- Managers or Heads of Departments or sections (8, or 22%).

Figure 5-11 overleaf captures the indications for the responsibility of social media manager in the context of the library sections in which they (respondents) are employed.

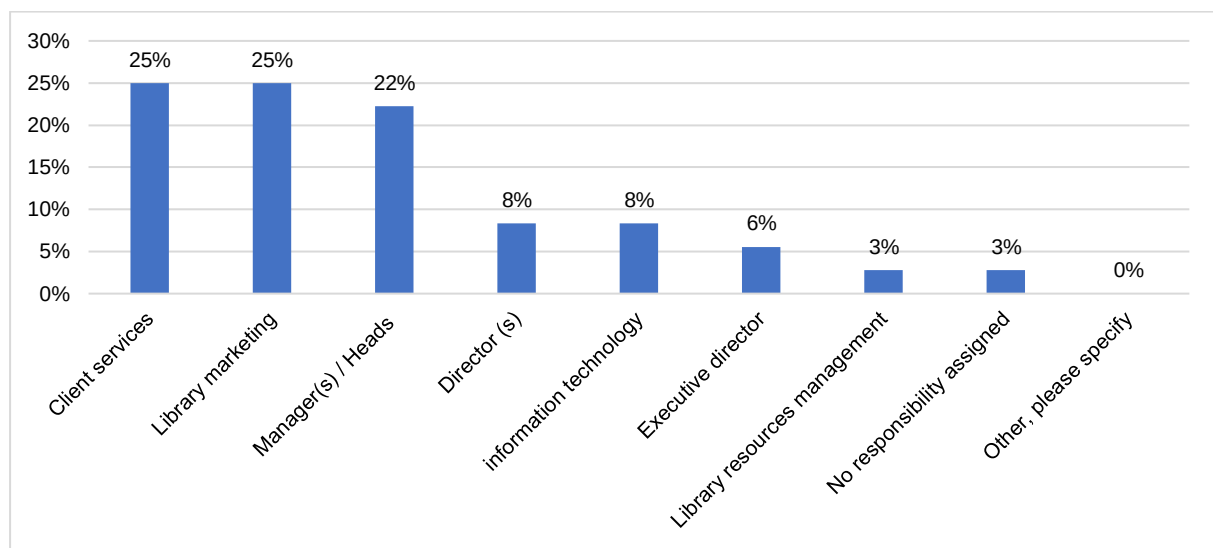


Figure 5-10: Social media manager

The sections least associated with the role of social media manager were the Directors and IT as indicated by three (3, or 8%) of the respondents, and Executive Director receiving two (2, or 6%) indications. Library resource management is the section least associated with the role of social media manager by one (1, or 3%) respondent. It appears that the role of social media manager is more associated with library sections in client services and library marketing than in management and IT. The next section presents the academic library sections associated with the social media technician role.

Social media technician:

Figure 5-12 overleaf presents the indications for the role or position of social media technician in the context of the library sections in which the respondents are employed. Figure 5-12 overleaf presents the indications for the role or position of social media technician in the context of the library sections in which the respondents are employed.

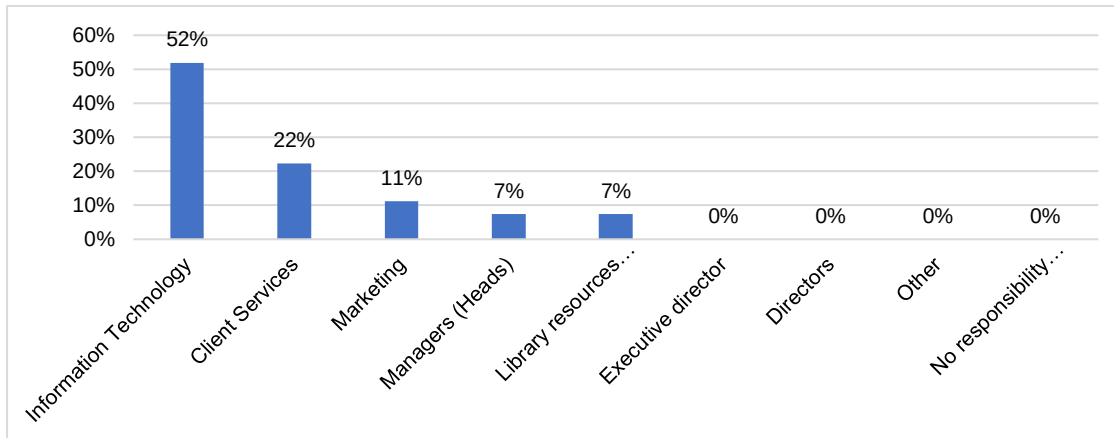


Figure 5-11: Social media technician vis-à-vis library sections

With regard to academic library developing their own social media platforms, library staff in information technology is the top library section associated with the role of social media technician depicted in Table 5-21), as shown by ten (10, or 56%) of the respondents. The least indicated positions are: library client services (4, or 22%), library marketing (2, or 11%), library resources management (1, or 6%) and managers or heads of departments or sections (1, or 6%). It was further noted that the other management positions of directors and executive director are not associated with the role or position of social media technician. The same trend was observed in Figure 5-12, where social media is developed as part of the institutional social media.

The next section presents the academic library sections in which there was no social media role for respondents.

No role:

Figure 5-13 is indicative of the positions in which the respondents did not feature in any role or capacity.

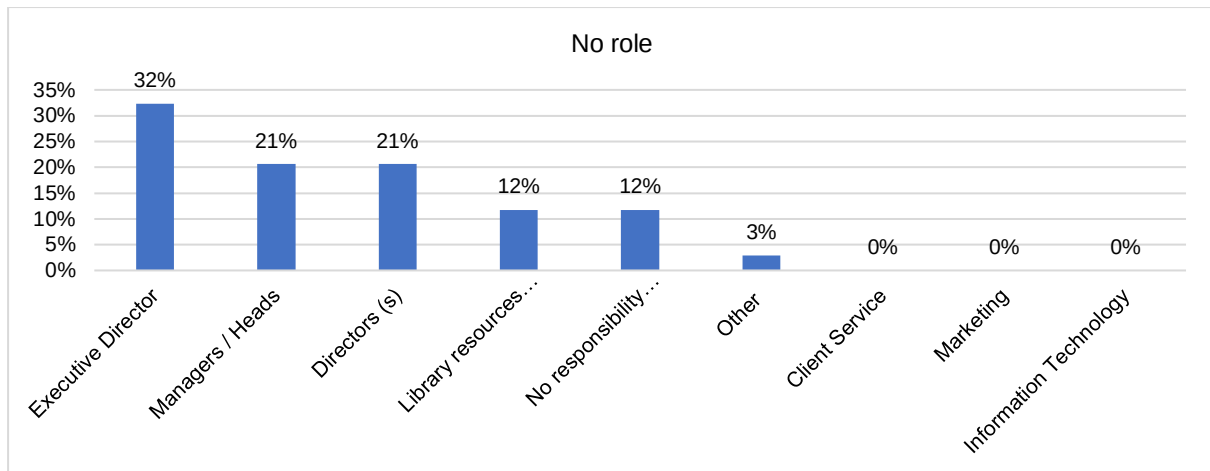


Figure 5-12: No social media roles

Based on Figure 5-13 , a total of 34 indications or responses were obtained in respect of the social media positions in which the respondents did not play any role. As such, the most selected options were the Executive Director, with eleven (11, or 32%), managers or heads and directors (7, or 21%), and library resource management section with four (4, or 12%) indications. The option of “other” was indicated by one (1, or 3%) without any elaboration. As such, this option or indication could not be further analysed. However, the option of “no responsibility assigned” was indicated by four (4, or 12%) of the respondents, which could be interpreted as implying that no social media roles are assigned. There were no indications for client services and marketing, which is interpreted as implying that these sections do play a role in the various social media roles.

Overall, an analysis of the social media roles and academic library positions reveals that library client services and library marketing are the foremost positions and sections associated with social media across the roles or positions of content creator, administrator, and manager (see Sections 5.2.5.2 (a) – (b)). Library information technology is a key section associated with the social media technician role. The Directors and Executive Director positions are least associated with the social media roles.

The next section presents the social media platform management controls and ownership in academic libraries.

5.2.5.3 Social Media Management Controls

Respondents indicated the ownership effectiveness and overall management of social media controls; that is, the social media committee, social media governance framework, social media guidelines, social media framework, and social media policy within their academic libraries. The following section discusses the location of ownership of controls within the social media platform management controls.

Ownership of controls:

The respondents (N=30) indicated the ownership or management of social media management controls in respect of the social media committee, governance framework, guidelines, framework, policy and strategy (see Figure 5-14).

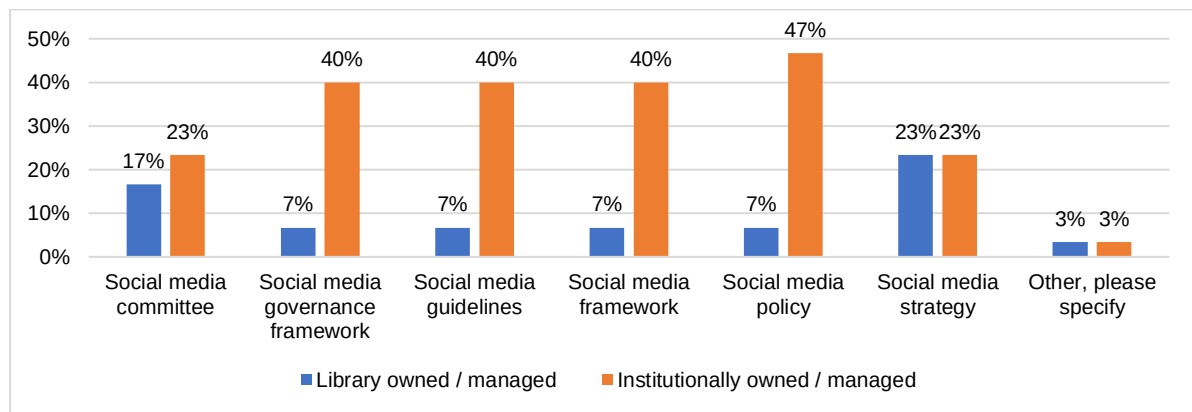


Figure 5-13: Institutional development vis-a-vis control ownership

Figure 5-14 presents the respondents' selections for each social control within their academic institutions. Respondents (N=30) were allowed to make more than a single indication regarding ownership of each applicable control. More respondents indicated controls owned by the institution, compared to ownership by the library. For example, seven of the respondents (7 or 23%) indicated controls owned by the institution, and five respondents (5, or 17%) indicated the social media committee, which is library owned.

Furthermore, two of the respondents (2, or 7%) indicated social media governance framework, social media guidelines, and social media framework, compared to institutional ownership or management as indicated by twelve (12, or 40%) of the respondents. On the other hand, two (2, or 7%) respondents indicated social media

policy ownership by the library management, while fourteen respondents (14, or 47%) indicated social policy ownership as located in the institutional management. Finally, seven respondents (7 or 23%) indicated ownership of social media strategy by both the library and the academic institution.

The option of social media controls “owned/ managed by external associations/ organisations” was not included for presentation in Figure 5-14 because there was no indication or selection by the respondents. One respondent indicated “other” for “social media control” but did not describe the type of control. As such, there was no further analysis in this regard. Overall, the analysed data concerning ownership of controls reveals that social media controls are more owned and managed institutionally rather than by the academic library itself.

The next section provides an analysis of indications regarding the effectiveness of the social media controls.

Effectiveness of social media controls

The respondents (N=30) were asked to indicate their perception concerning the effectiveness of social media management controls. The respondents could indicate more than one applicable effectiveness per social media control from the number of options provided. Figure 5-15 overleaf depicts the respondents’ responses in this regard.

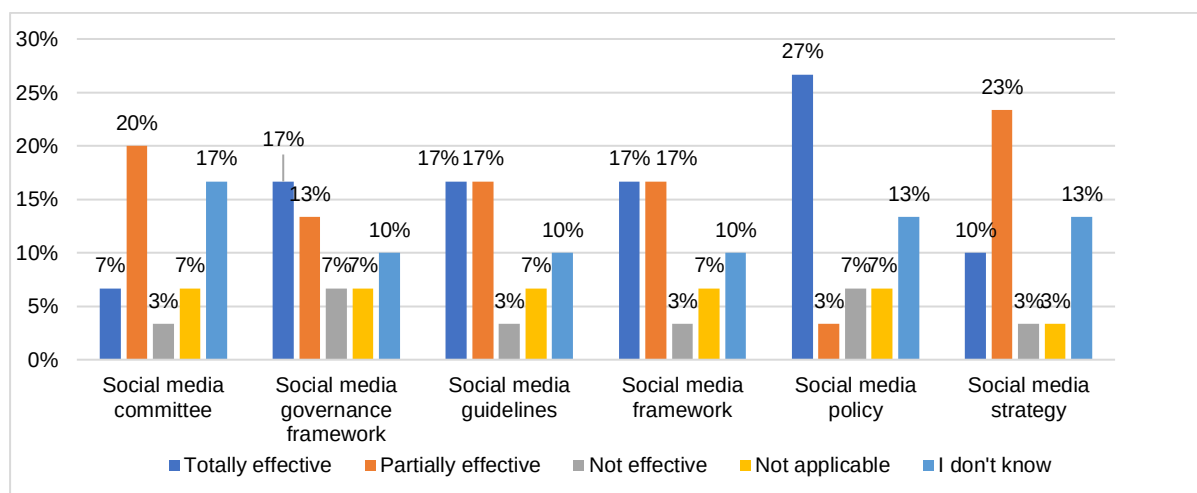


Figure 5-14: Effectiveness of social media controls

The next section discusses the analysis of effectiveness per social media control.

Social media committee:

In terms of Figure 5-15 , most respondents (6, or 20%) indicated that the social media committee is partially effective, while two respondents (2, or 7%) indicated that social media controls are fully effective. One respondent (1, or 3%) indicated that social media controls were not effective, while two of the respondents (2, or 7%) indicated that the question was not applicable and five respondents (5, or 17%) responded that they did not know. The latter implies that the library or institution does not have this social media control in place, or that respondents may not be aware or involved in the social media committee.

Social media governance framework:

The social media governance framework appears to be more fully effective, as indicated by five (5, or 17%) respondents, compared to the social media committee as shown by two (2, or 7%) of the respondents. Four (4 or 13%) of the respondents indicated that the framework is partially effective. Two of the respondents (2, or 7%) indicated that the framework was not as effective as in the social media committee. Another two of the respondents (2, or 7%) indicated that the question is not applicable in their case, while three (3, or 10%) indicated that they did not know. The latter response could be a result of the library or institution not having this form of control in place, or that respondents may not be aware of a social media governance framework.

Social media guidelines and framework:

The responses for the social media guidelines and framework were the same in terms of the number of responses received for each of the effectiveness ratings. It appears that the guidelines and framework are equally effective and partially effective as indicated for each by five (5, or 17%) respondents. Only one respondent indicated that the guidelines and framework were not effective. Similar to the trend noticed in the committee and governance sections , two respondents (2, or 7%) indicated that it was not applicable to them. Furthermore, three of the respondents (3, or 10%) indicated that they did not know, which could be due to the fact that the library or institution does

not have this control in place, or respondents may not be aware of social media guidelines or social media framework.

Social media policy:

Respondents (N=30) responses for effectiveness of social media policy appears to be different in terms of effectiveness. For example, eight (8, or 27%) of the respondents mentioned that the social media policy is fully effective. Only one respondent (1, or 3%) stated that the policy is partially effective, compared to two of the respondents (2, or 6%), who indicated that the policy is not effective. Meanwhile, two of the respondents (2, or 7%) mentioned that the question was not applicable, and four (4, or 13%) indicated that they did not know. This could imply that the library or institution does not have this control in place, or respondents may not be aware of a social media policy.

Social media strategy:

A majority of the respondents (7, or 23%) indicated that the social media strategy is partially effective, compared to three (3, or 10%) of the responses indicating that the strategy is fully effective. Only one respondent (1, or 3%) stated that the social media strategy is not effective. Another respondent (1, or 3%) mentioned that the strategy is not applicable, and four respondents (4, or 13%) indicated that they did not know.

Based on the previously cited perspectives of the respondents, it appears that social media policy is most effective. This is followed by governance framework and guidelines being equally effective to partially effective. On the other hand, strategy and committee controls are mostly partially effective.

Respondents were further asked for their views on what would make the management of social media platforms more effective. This question was open-ended. The responses were analysed and main themes identified. Table 5-19 overleaf shows the main themes, an interpretation summary and number of responses associated with the theme.

Table 5-19: More effective social media management themes

Themes	Description of Themes	Number of Responses
Policy	Policy can provide the social media expectations	1
Governance	Social media committee, policy, framework, governance framework, guidelines and strategy should be in place to manage and govern social media use	3
Guidelines	Guidelines can assist to provide best practices guidelines, roles and responsibilities in social media	1
Quality	To improve quality of social media posts	1
Communication	Social media usage and updates of Library services should be formally communicated in libraries	1
Library user needs	Library user feedback and complaints should be addressed to enhance library services for students. Students to be involved in social media development.	1
Staff	More staff for social media should be appointed.	1
	Dedicated social media managers and content creators should be appointed.	1
	Social media committee should be established.	1
Training & knowledge and understanding	Social media training to enhance knowledge and understanding of social media	1
Process/ responsibility	Responsibilities for social media should be decentralised and lower levels in the institution to have social media responsibilities.	1
	Social media should be centralised.	1
Effectiveness	Social media should be used more effectively	1
Strategy	Develop a social media / planning document	1
	Develop a with a posting calendar	1
Monitoring and evaluation	Social media should be closely monitored and evaluated	1

The themes outlined in Table 5-19 are in alignment with those of the challenges identified in Section 5.2.5, such as process, responsibility, training, communication. There is also a degree of congruence between these themes and the reasons ascribed to the non-resolution of these challenges, Therefore, it is concluded that social media challenges and the effectiveness of social media management controls are aligned, and may affect each other. It is also noted that the suggestions proposed by respondents are related to social media governance elements (see Section 3.4). This

relational aspect is consistent with the assertion by Linke and Zerfass (2013), who reported that the success of social media in organisations is dependent on the relationship between rules, resources, and implementation.

The next section discusses the overall social media management in academic libraries.

Overall social media management:

Figure 5-16 illustrates the responses of the respondents (N=30) concerning the state of their libraries' overall social media platform management. Two respondents (2, or 9%) responded that the overall management is excellent, nine (9, or 39%) indicated it was good, while eight respondents (8, or 35%) mentioned that overall social media management is average. Furthermore, three respondents (3, or 13%) mentioned that overall social media management needs improvement, and one respondent (1, or 4%) each indicated that the management is totally ineffective

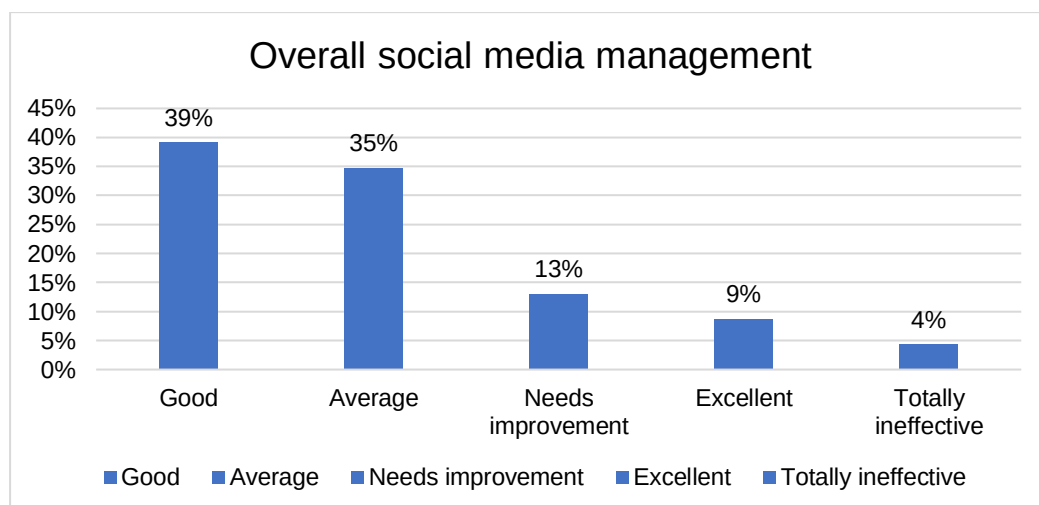


Figure 5-16: Overall social media management

The next section discusses social media risks in academic libraries.

5.2.6 Social Media Risks in Academic Libraries

This section focused on the social media risks in academic libraries. The section comprised of questions related to the types of risks, risk assessment, frequency of risk assessment and management of risks, and are discussed next.

5.2.6.1 Social Media Risks

Respondents (N=30) were asked to identify the social media risks that affect their academic libraries. Their responses in this regard are captured in Figure 5-17. For this question, respondents could make more than one selection. All responses were analysed in order to generate an overall view of social media risks in academic libraries.

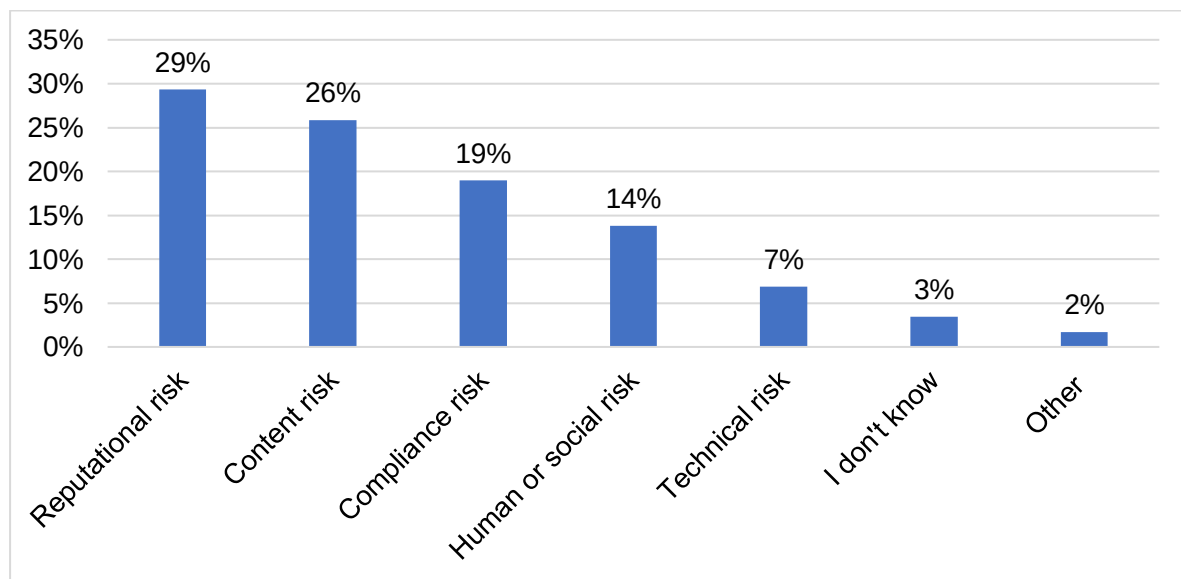


Figure 5-17: Social media risks

A total of 44 selections were obtained from which the highest three (3) risks selected were reputational risk by thirteen (13 or 29%) respondents, content risks (15 or 26%) of the respondents, and compliance risk with eleven (11 or 19%) selections. The two (2) least indicated risks were human or social risks by eight (8 or 14%) respondents. Furthermore, six respondents (6 or 14%) mentioned technical risk, and four respondents (4 or 7%) mentioned “other”, while one (1 or 2%) mentioned academic risk. Two (2 or 3%) respondents indicated that they do not know which risks affect their academic library.

Respondents further provided examples of each of the risks, which are discussed in the following section.

5.2.6.2 Examples of Social Media Risks

Respondents were asked to provide examples of the social media risks. The data was analysed per identified risk.

Reputation risks of social media platforms:

Respondents provided a description of reputational risks for academic libraries. Two respondents described the risk as image and brand damage (P26, P51). These are reputation risks. The descriptions were analysed, and main themes were identified. The first theme was situated in content related issues that may tarnish the reputation as follows: conflicting messages (P10), controversial, inappropriate, or offensive, conflicting, fake, unclear content sharing personal information wrong information (P40, P17, P7, P16, and P33). Other respondents described risk as a staffing issue related to responsibilities (P42), process and coordination or misuse (P61, P33). Another mentioned the issue of library responsiveness (P21, P24, and P31), and another mentioned reputation damage that could be caused through student criticism (P20).

One of the respondents stated: *“Posting information that can tarnish the image of an institution”* (P5)

Another respondent mentioned that reputation damage can have financial implications *“Damaging the brand which could have financial implications”* (P26).

These fears are similar to those viewed as the causes of reputational risks by Aula, (2010), Szwajca (2018), and Williams and Hausman (2017), who described human, technology and external environment causes of risk. These authors stated that the reputational risks are interlinked with other risks (e.g., reputational risk are intertwined with content risk). The data showed that respondents' views on reputational risks were in alignment with content risks and causes of risks (see Table 5-21), content themes (e.g., posting of controversial, inappropriate, or offensive, conflicting, and fake content), and human or social elements (e.g., responsiveness, staffing and issues around responsibilities). The analysis further aligns with some of the consequences and causes (e.g., criticism, and loss of reputation) as described by Aula (2010), Szwajca (2018), and, Williams and Hausman (2017) (refer to Sub-section 2.5.2.5).

The next section describes the content risks.

Content risks of social media platforms:

Respondents provided various descriptions of content risks. The key descriptions provided are: lack of guidelines for content (P7), stale/outdated information (P38, P24), deleted information (P50), wrong or unverified information (P10, P24, and P43), fake news (P14), misinformation (P33, P14) and irrelevant/ unrelated content (P16, P31), non-compliant/copyrighted content (P35 and P40), and lack of uniformity of content (P61).

It was further noted that respondents indicated similar causes as shown in reputation risks (content that is unclear and that does not reflect the real image). Content risks are also related to information being misinterpreted or unrelated or stale. All these align with the content risk as described by Williams and Hausman (2017) (see Sub-section 2.5.2.3) (e.g., inappropriate, or incorrect content, out of date, inaccuracy, copyrighted or intellectual property).

One respondent added: *“As no clear guidelines are distributed there is no clear guidelines or style guide regarding content and how to create the content to create a cohesive branding experience”* (P7).

Compliance risks of social media platforms:

Respondents described the compliance risks as the failure to comply with: what is recommended (P61), university guidelines (P33), copyright (P40 and P50), POPI [Protection of Personal Information] (P43 and P26), library related policies (P43), ethics (P32), and institutional framework (P31). Other respondents mentioned the issues of data security (P10), lawsuits and fines (P14), unregulated and unvetted posts (P16). Another respondent mentioned “Staff / user grievances” (P35) as a description of compliance risk. Respondents mentioned that this may lead to lawsuits and fines.

One respondent mentioned: *“As responsibility lies with each individual responsible for the different aspects of the platforms there is no single person to ensure compliance. There is also no knowledge of what we should be complying to”* (P7)

The description provided by respondents are in alignment with compliance risks as described by Williams and Hausman (2017) in Sub-section 2.5.2.4 (e.g., legal and regulatory compliance, data protection and privacy, employee rights, disclosure, governance and oversight, or violations of specific laws or regulations).

Human or social risks of social media platforms:

Respondents felt that the human and social risks were related to human errors (P30). Respondents stated that human and social risks examples include: infringing on people rights (P50), imposter accounts (P35), and content related examples (that is incorrect, and incomplete information) (P7 and P31). Respondents also included that cyber bullying is an example of human or social risk (P24). Another respondent stated that lack of training or skills leads to mistakes (P26). One respondent (P14) mentioned that copyright or intellectual property rights is a description of human or social media risk.

These examples align with the challenges that were identified in Section 5.2.5 in relation to skills and training. It is inferred from the analysis that the challenges are linked to risks. The examples of human and social risks provided by respondents align with the perspectives expressed by Williams and Hausman (2017) in Sub-section 2.5.2.4.

One respondent mentioned further that: *“Mistakes [are made] if people are not trained or [do not] have skills to use the tools”* (P22).

Technical risks of social media platforms:

Respondents described technical risks of social media in academic libraries as loss of passwords (P7), technical mistakes (P51), accessibility (P17, P26 and P35), wrong links posted (P31), forgotten passwords (P50). One respondent mentioned that there is a technical risk if a staff member resigns, and “proper” handover is not done. Another Other respondent mentioned that cybercrime (P14) is related to technical risks of social media in academic libraries.

One respondent mentioned that: *“Not using the platform to its full potential mismanaging access that users have”* (P26)

Another mentioned: “*Password for platforms lost, as such the library cannot reset the page password, this poses a page hacked*” (P7).

The risk described and examples provided by respondents concur with some of the causes and consequences of technical risks as described by Demek et al. (2018), Di Gangi et al. (2018), and, Williams and Hausman (2017), and, as well as discussions in Sub-section 2.6.2.3 (e.g., access, hacking, unauthorised access, organisations’ accounts or disclosure of login and passwords as was discussed in Section 2.6).

The next section provides a discussion on the frequency of social media risk assessment in African academic libraries.

5.2.6.3 Frequency of Social Media Risk Assessment

Respondents were requested to indicate how often the social media risk assessment is conducted. It must be noted that an error occurred on the questionnaire where the option of “I don’t know” was not included in the question above for Libraries’ development of own, or sectional social media. All responses were summarised in Figure 5-18.

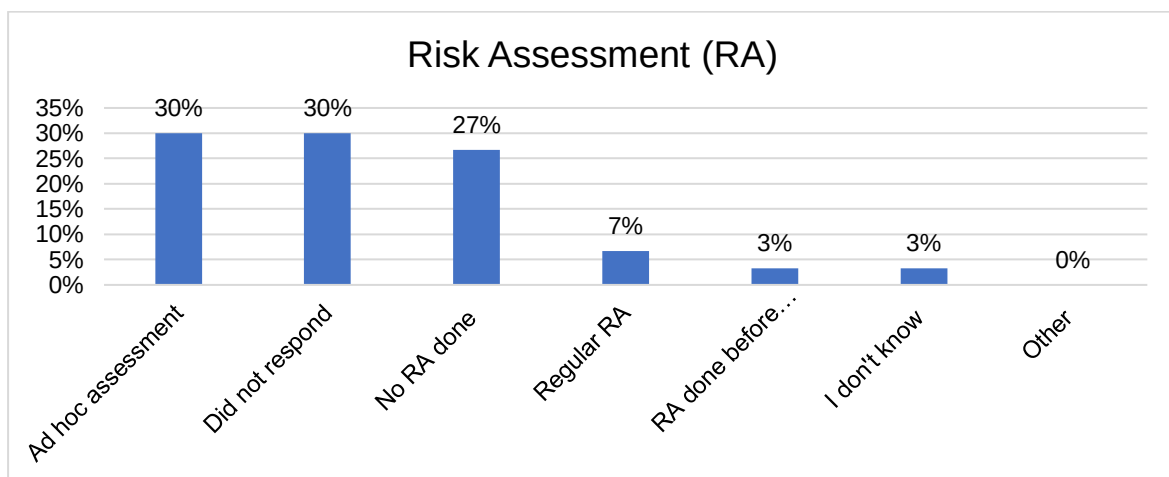


Figure 5-18: Social media risk assessment

Nine (9 or 30%) of the respondents indicated that social media Risk Assessment (RA) is conducted on an *ad hoc* basis. Eight (8 or 27%) of the respondents stated that no social media RA was undertaken. Two (2 or 7%) of the respondents mentioned that social media risk assessment is undertaken at regular intervals. It must be noted that

nine (9 or 30%) respondents did not respond to the question, and one (1 or 3%) indicated that they did not know.

Only two (2 or 7%) of the respondents mentioned that social media RA is not conducted on a regular basis. It may be possible that the respondents did not know, or were not familiar with social media risk assessment (I do not know indicated by one respondent (1 or 3%), and no responses by nine (9 or 30%) respondents. It is possible that risk assessment is also not conducted regularly in academic libraries.

The next section provides insights into risk management in the context of academic libraries in SCECSAL.

5.2.6.4 Risk Management

This section is presented in two parts, which was necessitated by the question's similarity, but with slight difference. Firstly, the subset of responses N(a) is presented in terms of risk management in academic libraries. Subset of respondents (N(a)=17 indicated whether their academic library has a risk management process.

Figure 5-19 is a depiction of the respondents' responses regarding risk management in academic libraries. From the 17 respondents, seven (7 or 23%) indicated that their academic library does not have a risk management process, six (6 or 20%) indicated that their academic libraries does have a risk management process, and four (4 or 13%) indicated that they were not sure whether their academic library has a risk management process.

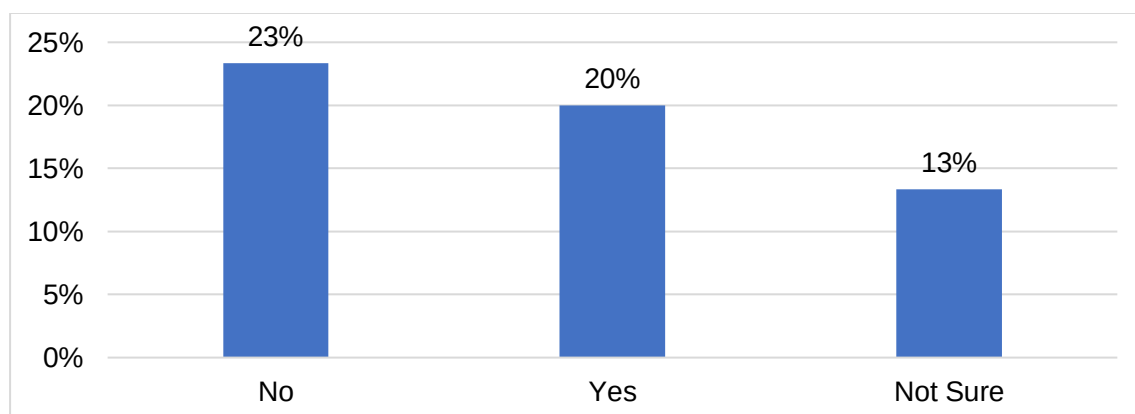


Figure 5-19: Risk management in academic libraries

Figure 5-20 overleaf is a depiction of risk management in the academic institution. Where respondents indicated that social media is developed as part of the institutional social media, N(b)=5, respondents were asked to indicate if their institution has risk management in place. Four (4 or 13%) of the respondents indicated that their institutions do have a risk management process, while 1 respondent (3%) was not sure whether the institution has a risk management process or not. No respondents indicated the non-existence of risk management in their respective institutions.

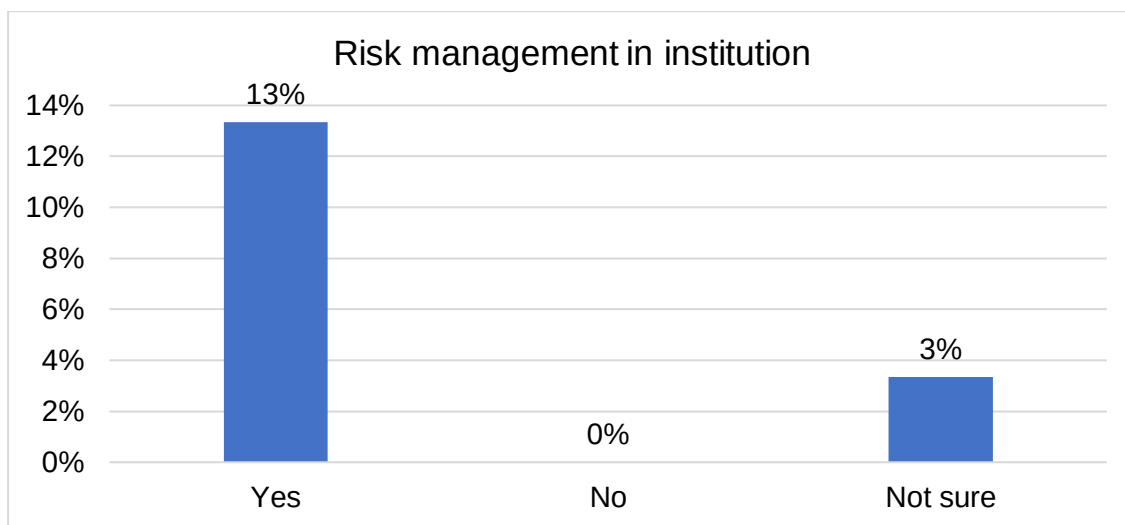


Figure 5-20: Risk management in academic institution

It is noted that eight (8 or 26%) of the respondents did not respond to the question regarding risk management in academic libraries or institutions. From the above, it is assumed that the low indication by six respondents (6 or 20%), and uncertainty by four (4 or 13%) for risk management practices in academic libraries, and uncertainty in institutions by one respondent (1 or 3%) could influence social media risk management's *ad hoc* state or none, as described in Sub-section 5.2.7.3.

Section 3.3.5. discussed risk management implementation in other areas of the academic library, and alluded that risk management can be implemented at library level or process level within an academic library. It is therefore assumed that risk management is in place in some libraries as attested by seven (7 or 23%) of the respondents. This affirms the discussion in Section 3.3.5.

5.2.6.5 Social Media in Risk Management

Where respondents indicated that a risk management process is followed, they were asked to explain how social media platforms risks are incorporated into the risk management practices. Both responses for N(a) and N(b) were analysed concurrently as the responses were low and showed similarities. The responses to this question were very low. As such, only nine (9 or 30%) of the respondents responded, showing that social media is mainly not incorporated. Only one (1) respondent indicated that social media is incorporated in the risk management plan.

The following responses were noted:

- One (1) respondent (P21) indicated there is a risk management process in place, but social media is not included in the risk management plan;
- One (1) respondent (P14) indicated that a risk register is generated annually;
- One (1) respondent (P16) indicated that social media risk is part of the risk management plans that are managed and administered regularly, and that risk resolution meetings and assessment are held;
- Two (2) respondents were not sure (P33 and P24) how social media is incorporated into the risk management process; and
- Two (2) respondents (P10 and P26) stated that social media is not incorporated into the risk management process.

From the above analysis and presentation on social media and risk management, it is deduced that there are risk management processes in academic libraries and institutions. However, social media risk management is more *ad hoc*, and there is a lack of integration of social media risk management into library or institutional risk management.

The next section discusses the data analysed from the social media and strategy in academic libraries.

5.2.7 Social Media and Strategy

This section of the online questionnaire focused on understanding when academic libraries included social media objectives in various plans. It also included

understanding of what could be added to the library strategic, operational and projects plans to render social media platforms more effective.

5.2.7.1 Inclusion of Social Media Objectives in Library Plans

Respondents indicated the inclusion of social media objectives in the library strategic plans, operational plans, sectional or directorate plan and projects (see Figure 5-21 overleaf). Respondents were also requested to indicate which of the social media objectives were included in such plans (strategic plans, operational plans, sectional or directorate plan and projects). The question allowed for more than one (1) selection or option.

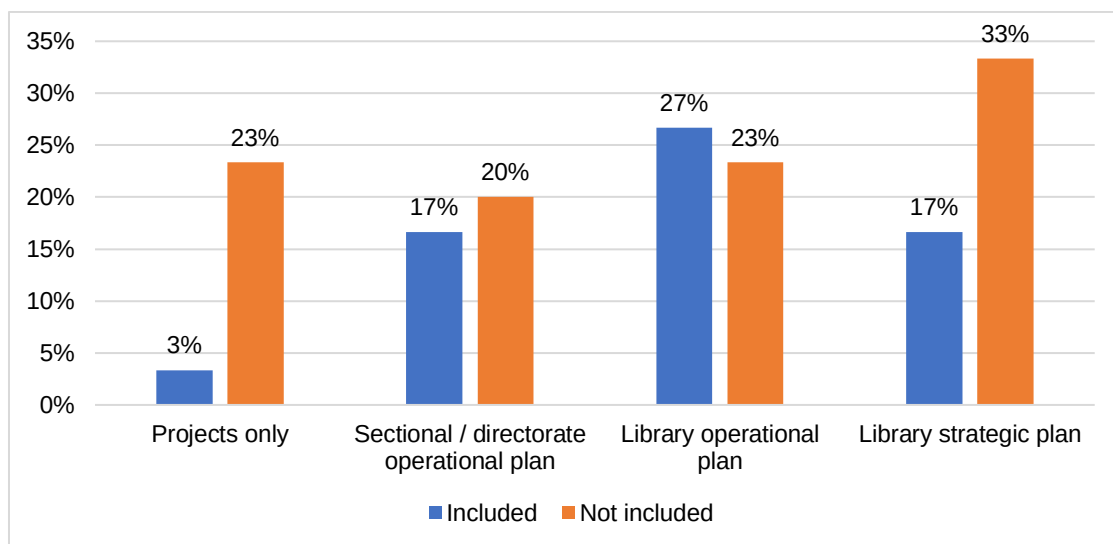


Figure 5-1: Social media objectives in academic library plans

From the selections made by respondents (N=30) in Table 5-22 concerning the inclusion of social media in plans, it is noted that:

- Most respondents, (8 or 27%) indicated that social media is included in operational plans, compared to sectional or directorate plan and strategic plan indicated by five (5 or 17%) of the respondents. Furthermore, only one respondent (1 or 3%) mentioned that social media is included in projects.

From the responses of the respondents (N=30) exclusions concerning social media in plans, the following is noted:

- Most respondents (10) or 33%) indicated that social media is not included in their strategic plans;

- The second highest indication of exclusion by seven respondents (7 or 23%) indicated that social media is not included in operational plans and projects; and
- The least indicated exclusion was mentioned by six respondents (6 or 17%) for sectional or directorate plans.

From the above analysis, it is noted that social media is not primarily included in strategic plans. In Section 2.4 of this study, the discussion showed that social media has evolved to being regarded as strategic organisational resource and aligned with organisational objectives and goals, which was also supported by Filo et al., (2015), Go and You (2016), and, Mabweazara and Zinn (2016a)..

It is noted that a high number of respondents did not know whether social media is included in projects, sectional/ directorate, operational or strategic plans. This could be attributed to the possibility that respondents may have not been employed at an institution, or may not have played a role in social media platforms.

The next section discusses the data analysed from suggestions concerning ways to improve social media effectiveness in the library's strategy.

5.2.7.2 Improving Social Media Effectiveness in Library Strategy

Respondents provided suggestions on how social media effectiveness in library strategy could be improved. The open-ended data were analysed, and the suggestions were grouped into categories. Figure 5-22 overleaf shows the Word Cloud of suggestions provided by respondents.

Table 5-20 is an illustration of the categories of suggestions captured in Figure 5-23.

Suggestion Categories	Frequency
Including social media monitoring and evaluation	1
Performance Management (Key Performance Area (KPA)s for social media)	1
Integration (not stand alone)	1
Responsibilities (staff)	3
Social media policy	1
Annual plans and social media plans	1
Social media strategy and strategic use	3
Dedicated and skilled staff	3
Social media training	3

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Table 5-21: Suggestions vis-a-vis social media governance elements

Suggestion Categories	Social Media Governance Elements
Including social media monitoring and evaluation	Monitoring
Performance Management (KPAs for social media)	Performance indicators Measurement and evaluation
Integration (not stand alone)	Relationship between the rules, resources and implementation
Responsibilities (staff)	Strategy / policy and organisational approach and structure
Social media policy	Strategy / policy and organisational approach and structure
Annual plans and social media plans	Strategy / policy and organisational approach and structure
Social media strategy and strategic use	Strategy / policy and organisational approach and structure
Dedicated and skilled staff	Staff training and development
Social media training	Staff training and development

In Sections 5.2.5 and 5.2.7 of this study, it was noted that some of the improvement suggestion categories are in alignment with the challenges and risks that were identified in Sections 5.2.5. and 5.2.7. Table 5-22 is an illustration of the improvements in this regard.

Table 5-22: Improvement suggestions

Improvement suggestions categories	Challenges	Risks
Responsibilities (staff)	Lack of staff Social media responsibilities	Reputational risk Human or social risk
Social media policy	Lack of policy on social media	Compliance risk
Social media strategy and strategic use	Social media not seen as a strategic communication tool	Not linked to a specific risk
Dedicated and skilled staff	Lack of staff Social media responsibilities	Human or social risks
Social media training	Lack of training	Human or social risks

The identified improvement themes were further addressed in the focus group for the purpose of providing better understanding on the most feasible suggestions for academic libraries in addressing the challenges that were experienced. A schedule of the focus group discussions is provided as **Appendix B**.

5.2.7.3 General Comments

Respondents were provided an opportunity to add further comments with regard to social media risk management in academic libraries. One (1) respondent added that risk management in academic libraries was already being undertaken (P30).

Various comments were made by respondents, including the view that academic libraries should be decentralised in order to manage social media platforms (P61), and that social media should be more effectively utilised (P21, P32, P38, P24 and P38). Respondents also mentioned that social media training or skills are required (P43) and dedicated social media staff are needed in libraries (P38). A suggestion was also made that content creation should be centralised in academic libraries (P51).

One respondent stated that: *“It is all good and well to have a social media platform, however if there are no dedicated staff members to deal with queries “just in time and not just in case”, then the risk of having a dormant social platform is high. Social media platforms should be interactive in nature and there should be a 24/7 activity to capture one’s audiences, otherwise there is a risk of losing one’s clients if there are no regular feeds on the social media pages.”* (P38).

Overall, the respondents stated that academic libraries should adapt to using social media (P14) and platforms that serve the users (P21).

5.3 IN SUMMARY

This chapter presented an analysis and interpretation of the quantitative data collected during the empirical phase of the study. To that effect, the chapter first provided information about the questionnaire response rate as well as the respondents’ demographic characteristics. This was followed by the usage or application of social media in academic libraries, academic libraries’ social media management, and social media risks and risk management. Finally, the chapter also discussed social media strategies used in academic libraries, as well as the integration of social media strategies in other strategic plans within academic libraries. The quantitative data analysis also provided insight needed to adapt the proposed risk focused social media governance framework for academic libraries.

Based on the quantitative analysis, the key issues identified for further clarity in the focus group related to the top social media risks, suggestions for improving social media risk management in academic libraries, how academic libraries can include social media objectives in strategic, operational or projects plan, integrating the literature reviewed in respect of the identified social media, improving social media strategy; as well as the feasibility of such improvements.

The next chapter provides an analysis and interpretation of the qualitative data collected during the empirical phase of the research.

CHAPTER 6

6 QUALITATIVE DATA ANALYSIS AND INTERPRETATION

In the previous chapter, the researcher presented, analysed, and discussed the quantitative data of the study. The chapter further identified and presented the key thematic issues that emerged from the quantitative data analysis for further clarity and discussion in the qualitative phase of data collection. On the other hand, the current chapter focuses entirely on the presentation, analysis, and interpretation of the acquired qualitative data.

6.1 INTRODUCTION

The qualitative data was collected through a focus group and delved on the key issues that emerged from the preceding quantitative data analysis phase. Furthermore, these key issues related to the foremost social media risks, improvements to social media risk management in academic libraries, inclusion of social media objectives in strategic, operational or projects plan, and the clarification needed on social media challenges.

This chapter begins with a brief overview of the qualitative data collection process. The utilization of the focus group as data collection method is consonant with the explanatory sequential mixed method research design approach, which enabled the further clarification of the key issues identified during the initial quantitative data analysis phase as presented in Chapter 5. It is in this context that the inductive approach was adopted for the focus group data analysis and interpretation in this chapter. Accordingly, the outcomes of the (qualitative) focus group discussion are presented in two (2) main sections, which are: an overview of the participants' demographic attributes and distribution, followed by the analysis and interpretation of the data collected. The chapter further presents a comprehensive analysis of the participants' responses on the key issues on whose basis common themes and patterns emerging from the data analysis were developed and discussed. The following section focuses on the participants' demographic attributes (profiles or characteristics).

6.2 PARTICIPANTS' DEMOGRAPHIC ATTRIBUTES

The fundamental goal of the focus group was to gather in-depth qualitative data for the secondary phase of the explanatory sequential mixed methods design. In the view of the researcher, the latter approach was helpful in enhancing better understanding of the themes and issues identified during the first (quantitative) phase of data collection and data analysis (results from the online questionnaire). Specific areas that required further clarification or understanding were identified following the initial data analysis of the online questionnaire as indicated in Section 5.2.7. In that regard, questions were finalised and formulated, after which the researcher then asked the participants for their involvement in the study by means of an online invitation.

Initially, sixteen (16) participants indicated interest in the focus group discussions. Due to scheduling mismatches and other commitments, the researcher obtained ten (10) participants who were eventually involved in the focus group discussions. Figure 6-1 depicts a map of Southern Africa with the participants' countries of origin.



Figure 6-1: Geographic distribution of participants

Source: <https://www.google.com/search?q=map+of+southern+africa&oq=&gs>

Five (5) participants were from South Africa, two (2) were from Lesotho, another two (2) were from Zambia, and only one (1) was from Swaziland. Finally, the researcher

facilitated two (2) focus group discussions in order to accommodate the participants' varying schedules. Data from both focus groups were integrated and analysed. The following section provides an analysis and interpretation of the qualitative (focus group) data collected per question.

6.3 DATA ANALYSIS AND INTERPRETATION

In this section, the researcher provides an analysis of data obtained for each of the five (5) questions posed to the participants.

6.3.1 Social Media Risks in Academic Libraries

The first question focused on the social media risks identified during the online questionnaire presented in Section 5.2.7. The question posed to participants was as follows:

“The results of the online questionnaire analysis revealed that the three (3) highest [most important] social media risks are related to reputational, content and compliance risk for academic libraries. Would you agree that these are the only important risks, or are there others that are equally important?”

All participants in both focus groups agreed that reputational, content and compliance risk are the most important social media platform risks. This perspective is aligned with the questionnaire analysis in Section 5.2.7. Participants indicated that these three (3) risks are “top”, “priority”, “highest” and “most important” social media risks for academic libraries in Africa.

Participants also indicated that there could be other risks to social media platforms, such as technological risks (monitoring of social media platforms, access to social media accounts, and operational risks) linked to the use of personal computers of staff and linked to the content posted on social media platforms. Participant FG2P1 commented that technological risks in Africa could be a priority.

Consensus was reached that risks may be interlinked, which aligns with the data analysis provided in Section 5.2.7 and the literature review as indicated in Section 2.6.3. The following extract attests to the interlinking factor mentioned by participants:

“Content affects the library’s reputation, and the content may also affect compliance” (FG2P1).

Participant FG2P3 agreed with Participant FGP1 that bad content affects both reputation and compliance, and further elaborated as follows: *“Bad content will surface [sic] reputation issues and bring forward compliance issues”*.

The next section discusses the participants’ responses pertaining to improvement of social media risk management in academic libraries.

6.3.2 Improving Social Media Risk Management

The second question posed to participants focused on the improvement of social media risks management in academic libraries, and was articulated thus:

During the investigation, it was discovered that the majority of libraries do not formally implement social media risk management. What suggestions would you have to improve the social media risk management in academic libraries?

Participants attributed the lack of formal social media risk management to the introduction of social media in the academic library environment, as well as the prominence of social media in libraries. The following key themes emerged during the discussion:

- Lack of social media platforms priority or importance:
 - Social media risk management is not viewed as a priority in most libraries.
- Introduction of social media in libraries:
 - It is often an *ad hoc* arrangement;
 - It is usually an individual’s initiative;
 - Often lacks a strategic introduction;
 - Academic libraries following social media trends; and

- Is introduced without a framework for implementation.
- Social media challenges:
 - New phenomenon – no depth in understanding of the phenomenon;
 - Procedures are not well entrenched; and
 - No framework for sustainability.

The above-mentioned themes are in alignment with the discussion in Sub-section 5.2.5.4, in which participants provide the reasons for the libraries' non-resolution of the identified social media challenges. Social media is not prioritised in academic libraries, which confirms that it is not viewed as a strategic tool.

Participants provided suggestions on how social media risk management could be improved in libraries. In this regard, Table 6-1 provides the themes with a summary description for each of the themes that emerged from these suggestions.

Table 6.1: Mitigating social media risk

Themes	Actions and examples
Assign strategic prominence	Strategic introduction of social media. Strategic use of social media. Introduction and use of social media is part of the library's global strategy.
Develop a risk framework	Social media framework (library, institution, or global) to set the tone for risk management.
Introduce policy	Guide social media posts for the library. Link with compliance and regulations. Adopt policy across the institution – effect on organisation reputation. Adapt organisational policy so that it is suitable for the library.
Plan risk management	Social media has risks. Improve social media risk management. Developing risk management strategies or plans. Social media risk assessment for social media platforms. Risk identification. Mitigation actions for each risk.
Establish an oversight committee	Risk management committee. Committee to guide social media content and responsibilities and social media risks.
Employ staff	Dedicated team.
Develop skills	Skill set to manage social media. Skilled staff. Technical skills.

The afore-mentioned themes are similar to the those identified in Sub-section 5.3.8.2, which focused on improving the effectiveness of library social media strategy. In this regard, social media challenges that were identified in Section 5.2.5 are aligned.

In the next section, the researcher elaborates on the inclusion of social media objectives in academic library strategy operational or sectional plans or projects as indicated by the participants.

6.3.3 Inclusion of Social Media Objectives in Strategy, Plans or Projects

The third question posed to participants focused on addressing the inclusion of social media objectives in academic library strategy operational or sectional plans or projects. In this regard, the question posed to participants was:

Forty five percent (45%) of the participants in the online questionnaire indicated that social media objectives are not included in the academic library strategic, operational or sectional plans or projects. How can this be addressed?

The majority of participants agreed that the inclusion of social media objectives in the academic library strategic, operational, or sectional plans or project plans could be addressed by academic libraries. Key themes that surfaced during the discussion to include social media in the academic library strategic, operational and project plans are integrated into plans. According to the participants, it is imperative to align social media within the library's overall communication strategy, as well as address the type of social media platforms to be utilised for communication and the purpose of using the platforms. The integration of social media in the academic library should also align with the university's strategy. Communication strategy in projects could also be implemented as well as an indication of the utilisation of social media as a communication tool. Social media objectives could also be incorporated into the overall global library strategy. To this effect, one of the participants commented thus:

"When we are aligning our library strategic plan, we align them with the university" (FG2P5).

Pertaining to the inclusion of social media objectives in strategy, plans or projects, the participants further mentioned the following: engagement, monitoring of statistics and reporting, alignment, and purpose. These are discussed hereafter.

Engagement:

Participants indicated that engagement of staff and library clients could assist in addressing the inclusion of social media objectives into strategic, operational and project plans in libraries. Participants suggested that the engagement of academic libraries with library staff on their views concerning social media platforms is vital, as well as the contribution of social media platforms to the strategic, operational, or sectional objectives. Engagement with library users concerning what their social media platform needs can help. In that regard, the following participants commented that:

“They (our users) come as an afterthought, yet we ought to consult them first” (FG2P4).

“Many staff members are not even aware, or they’re not interested or perhaps they have views but no one knows what they think about social media platforms. I think we need to change the approach. It has to be a people first and technology second, approach” (FG2P6).

Monitoring of statistics and reporting:

Using statistics from the social media platforms could assist academic libraries in addressing inclusion of social media into strategic, operational, or other plans. Participants indicated that data retrieved from the library social media platforms could assist in decision making by compiling usage or engagement reports and insights. Social media platform data information could also be utilised in the academic library’s strategic plan and marketing initiatives. One participant mentioned the following in that regard:

“Use the data from your platforms to inform your strategic direction” (FG1P4).

Alignment:

Social media could be integrated and aligned with university and library strategic and operational plans, as well as social media tools that should be used in context. Similarly, these social media tools should also be integrated into library work, rather

than functioning merely as stand-alone tools, which was affirmed by one participant as follows:

“Social media need to be part of an overall global strategy” (FG2P3).

Purpose:

In addressing the inclusion of social media objectives, academic libraries need to determine the purpose for which the platforms will be used. A participant mentioned the following to that effect:

“Just standing up and saying we are going to use Facebook, Facebook for what?”.

It is advisable for academic libraries to determine how social media could contribute to the strategic, operational, and sectional objectives. The following section discusses the analysis of the social media challenges in academic libraries.

6.3.4 Social Media Challenges in Academic Libraries

The fourth question posed to the participants focused on social media platform challenges in academic libraries. The question posed to participants was as follows:

During the literature review it was found that some of the social media challenges in academic libraries are related to: privacy, ethical use, security, network, bandwidth, internet access, technical facilities, finances and budget and language. However, these challenges were not found in the online questionnaire responses from participants. Why do you think these challenges were not identified?

Participants identified six probable causes, namely: privacy and ethical use, security, network, bandwidth and internet access, technical and facilities challenges, finance/budgets and language. These causes are discussed hereafter.

Privacy and ethical use:

Participants commented that privacy in social media use in academic libraries is not such a prominent issue, as information shared on these platforms is of a non-confidential nature. The ethical use of library materials is not a controversial issue,

because academic libraries have learnt the “do’s” and “don’ts”. The participants mentioned further that academic libraries either have good practices or may understand ethical and privacy matters. It is in the latter regard that privacy and ethical use in academic libraries are not viewed as a challenge of concern.

Security:

Similarly, security is no longer viewed as a challenge in academic libraries since they have gained significant experience from the regular use of social media platforms.

Network, bandwidth and internet access:

Participants agreed that network and bandwidth challenges and their effects on social media platforms may not be an issue because social media could also be utilised through individuals’ mobile gadgets. Internet access has been enhanced through continuous changes and improvements over the years. Participants also mentioned that the gradual improvements in university infrastructure and more affordable data plans over the years.

Technical and facilities challenges:

There have been many improvements in the academic libraries’ technical equipment, such as computers. In addition, it is possible to engage in more social media work from their mobile devices. Therefore, the availability of technical equipment and facilities is no longer an enormous challenge for academic libraries.

Finance/ budgets:

The participants agreed that social media financial challenges/ budgets are not an enormous challenge for academic libraries. This is due to the integration of social media costs into the existing budgets of academic libraries, as well as the financing or subsidization of social media platforms – resulting in a majority of these platforms becoming free. Furthermore, participants intimated that there was a deficiency of dedicated staff working on social media in academic libraries, which could therefore, not affect the finances or budgets of the libraries concerned. as such, library staff often assist with social media activities in addition to the demands of their existing positions and responsibilities.

Language:

Participants in the SCECSAL region stated that other languages are spoken in various regions, although English is also used as a main language in many universities. Such a situation posed a language barrier in academic libraries. The participants further noted that there was even a degree of ambiguity in their own interpretation and understanding of the connection between language and social media challenges. The following sub-section relates to the improvement of social media strategy in academic libraries.

6.3.5 Improving Social Media Strategy in Academic Libraries

The below-stated question posed to the participants focused on improving the social media strategy in academic libraries. The first part of the question focused on the foremost suggestions for improving the social media strategy in academic libraries. The question was:

From the online questionnaire, a vast number of suggestions were gathered to improve the academic library's social media strategy. These suggestions were organised into broader categories; social media monitoring and evaluation, performance management (KPA's for social media), integration (not stand alone), policy, annual plans and social media plans, social media strategy and strategic use, dedicated and skilled staff and social media training. From these what would your top suggestions be?

Participants organised their suggestions in respect of strategy, policy, strategic use, and plans; dedicated staff, responsibilities, and key performance areas; integration and monitoring; flow (process); and social media skills, training and performance management. These are discussed hereafter.

Strategy, policy, strategic use, and plans:

The participants indicated that strategy, policy, social media strategy and strategic use, annual plans and social media plans are the foremost suggestions for improving the academic library's social media strategy. They further indicated that it would be difficult to guide the academic libraries' social media use, incorporate it into work, or even assign staff to such a responsibility without a strategy or policy. Participant

(FG2P6) mentioned further that libraries should decide on the strategic role social media needs to play in their libraries.

The participants further indicated that academic libraries should first have a strategy to guide the academic library social media direction, followed by a policy that guides the identification of the tasks to be performed, the person/ persons responsible, and the expected performance standards. To this effect, one participant mentioned the following:

“You first need to have a strategy that will sort of guide you and also have the policy on how we do things, why we do it and who should do it” (FG1P1).

Following the strategy (or strategic use) of social media and social media policy are the social media plans (annual plans or social media plans). The participants expressed that the annual or social media plans could assist academic libraries in the implementation of the strategic plan and social media platforms.

Participants mentioned that it is imperative for academic libraries to determine and understand the social media needs before determining the strategic use of platforms. Therefore, it would be advantageous to focus on the dedicated staff and responsibilities once the strategy, strategic use, policy, and plans are in place.

Dedicated staff, responsibilities and key performance areas (KPA)s:

Participants were of the view that social media only has an “*add-on role*” in many instances. A participant mentioned the following in support:

“It is difficult in most cases for them to find the funds that could fund a social media strategist or social media staff but adding to the responsibility of another individual” (FG2P1).

Dedicated staff should be identified in order to render the efficient performance of work by people who are willing to assume, the social media responsibilities related to management of social media platforms. This is confirmed in the following extract:

“You need to assign tasks who will be responsible for what” (FG1P4).

Additionally, the participants expressed that dedicated staff should be assigned with clear job descriptions and expectations, as mentioned by the following participant:

“It is important to know who will do what” (FG1P1).

Another participant expressed the challenge associated with social media responsibilities in academic libraries in the following terms:

“In most libraries in Africa, social media responsibilities can be a big challenge ... it is not the library's core business” (FG1P1).

It was also mentioned that performance management or KPAs could be assigned to the individual or the management in terms of social media objectives. Performance could then be linked to the performance of the library or staff.

Integration and monitoring:

Participants mentioned that social media platforms should be monitored and evaluated, and not become just another activity that is performed on its own without a portfolio. Social media platforms should be integrated into other library services, activities, and processes as shown below:

“Social media should not be a stand-alone and be integrated into all other activities that are happening in the library” (FG1P3).

Participants indicated that integration of social media is linked to social media use, strategy, and plans linked to certain objectives or KPAs of the academic library. Participant FG2P6 mentioned that social media should be monitored and evaluated continuously.

Flow (process):

Participants identified the flow or process as the item which was not mentioned in the list of suggestions. The flow (process) of the main responsibility is a determinant of how social media is used and implemented.

Social media skills, training and performance management:

The suggestions made by the participants included skills and training, which would only commence once dedicated staff has been identified and performance management and KPIs of those individuals have been finalised. Another participant stated that performance management related to social media could be difficult, while another participant mentioned that performance management should be added to staff responsibilities. However, those individuals' performance may decline due to their lack of interest in social media (FG2P5 and FG2P6). The participants further mentioned that it is imperative to have continuous training.

Participants agreed that social media duties in academic libraries were often performed by academic librarians as part of their existing roles or responsibilities, and that social media formed part of their roles. They mentioned further that the appointment of a specialist in social media would introduce a modicum of flexibility based on this individual's specialisation.

Participants noted that there is a difference between social media which is utilised for an organisational purposes and social media platforms for personal use or gain. For instance, the language, content and media platforms utilised in the work environment are professional and have rules and regulations, as opposed to the personal/ private social media utilised for financial purposes. Therefore, social media training is important for academic librarians.

The following sub-section discusses the second part of question 5, which focused on the feasibility of implementing suggestions.

6.3.6 Feasibility of Implementing Suggestions

The preceding Sub-section 6.2.1.5 focused on the most relevant suggestions proposed for improving the social media strategy in academic libraries. This part of the question focused on the feasibility of implementing the suggestions to improving the social media strategy in academic libraries, and participants were asked on the suggestions deemed to be feasible for implementation.

The general consensus of all participants was that all the suggestions were feasible for implementation. Although all suggestions are feasible, some suggestions might be more feasible than others, or might be difficult to implement. The reasons provided on the challenges were analysed, and the following key themes were identified: approval processes; type of training and skills; as well as implementation.

Approval processes:

Participants mentioned that policy and strategy are both feasible. However. Participant FG1P1 suggested that there may be “red tape” or lengthy approval processes that could possibly inhibit these suggestions from being implemented.

Type of training and skills:

Although training is feasible and implementable, participants mentioned that academic libraries could be faced with the question of whether training should be formal or informal. It was also mentioned that as social media staff positions are advertised, there could be challenges in determining whether social media skills and knowledge should be a formal and certificate-based or knowledge-based qualification.

Implementation:

The participants emphasised on the difficulties associated with implementing the proposed suggestions. Examples from participants included:

- Challenges of implementing strategy and policy (FG1P3, FG1P1, FG1P2);
- Measuring social media performance (FG1P3);
- Dedicated staff meeting targets or goals (FG2P1);
- Staff being enthusiastic to work on social media (FG2P4); and
- Buy in from management to support social media and therefore provide resources such as staffing (FG2P1).

One participant mentioned further that:

“We can have as many strategies as we can that are good on paper, but then they are not implementable” (FG1P2).

From the analysed participant responses and suggestions, it is noted that improving the academic library's social media strategy is feasible. However, some of the suggestions may be challenging to implement.

6.4 IN SUMMARY

In this chapter, the researcher presented an analysis and interpretation of the qualitative findings accruing from the focus group discussion results. Participants shared their perspectives on the key issues and identified the main social media risks for academic libraries as reputational, content, and compliance risks despite the fact that there are other risks that are interconnected. The analysed data revealed some degrees of similarities and divergence between the literature review and reality regarding social media challenges.

Furthermore, the researcher presented additional data on social media risk management improvement through strategic prominence, frameworks, policies, risk management, oversight committee, dedicated staff, and skill development. Additionally, recommendations were presented in respect of improving social media through strategy, policy, dedicated staff and responsibilities, integration and monitoring, and skill development and training. The feasibility of the improvements was discussed, as well as the challenges associated with approval processes, training and skill development, and implementation.

The chapter further provided information for incorporation in the proposed social media risk-based governance framework presented in the following chapter in conjunction with the study's key findings and recommendations.

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CHAPTER 7

7 KEY FINDINGS AND RECOMMENDATIONS

The previous two chapters respectively provided an analysis and interpretation of the quantitative and qualitative empirical research. The current chapter on the other hand, provides a focused overview of the key findings, conclusions, and recommendations. In that regard, the chapter commences with a focused response to the research questions as a framework or context against which the main findings were obtained or developed. The current chapter further provides recommendations emanating from the findings in relation to library practice and the recommendations specific to further research. The chapter also provides a discussion on the final risk-focused social media governance framework for academic libraries. A critique and evaluation of the study concludes the chapter. The response to the research questions and main findings from the study are provided in the following section.

7.1 RESPONSE TO THE RESEARCH QUESTIONS AND MAIN FINDINGS

The responses to the research questions were based on the data collected, analysed, and interpreted in Chapters 5 and 6. The key main findings from each research question are discussed in this section. As discussed in Section 1.2, the main objective of the study was to develop a risk focused social media governance framework for African academic libraries. Accordingly, the seven below-stated research questions were formulated to support the objective:

- Q1:** What learning can be gained from social media governance frameworks that have been developed for other industries?
- Q2:** What are the risks of social media platforms in African academic libraries?
- Q3:** How do social media governance frameworks address social media risks and challenges?
- Q4:** How are the risks of social media platforms different in African academic libraries from those of the international community?
- Q5:** What are the challenges of social media platforms in African academic libraries?
- Q6:** How do African academic libraries currently manage social media platforms?
- Q7:** How would the proposed framework address the challenges experienced by the academic libraries?

The following discussion provides a discussion per research question and how each question was met through the literature review and empirical research.

7.1.1 Learning Gained from Social Media Governance Frameworks

The learning gained from social media governance frameworks developed for other industries was discussed in detail in Chapter 3, Section 3.9).

The learning gained during the literature review yielded three major knowledge areas:

1. Understanding risk, risk management and the elements of risk management (Section 3.3);
2. Understanding social media governance and the core elements encompassing social media governance, strategy, policy, organisational approach and structures, guidelines, and controls, monitoring, measurement and evaluation, staff training, development, and performance indicators (Section 3.4); and
3. Understanding the different social media management frameworks, such as strategy frameworks and social media risk and governance frameworks (Liew, 2022; Mennie, 2015; Werder et. al., 2014). These frameworks were identified and compared to the social media governance elements; that is, strategy, policy and organisational approach, structures, guidelines, controls, monitoring; as well as measurement and evaluation, staff training, development, and performance indicators (Sections 3.6.1 to 3.6.3). Furthermore, social media strategy frameworks that incorporated risk management were defined (Section 3.6).

Conclusion 1

From the above it is possible to conclude that risk management must play a key role in a social media governance framework for academic libraries no matter where in Africa these libraries are based.

7.1.2 Social Media Governance Frameworks Addressing Risks and Challenges

The second research question was addressed through both the literature review and empirical research.

7.1.2.1 Social media governance frameworks vs social media risk

The discussion in Section 3.8 and summary in Table 3-4 shows that many social media governance frameworks do address risk management, although some do not. Various frameworks proposed by the American Library Association (ALA) (2018), Effing (2013), Effing and Spil (2016), Felix et al. (2017), King (2015), Liew (2022), Mennie (2015), Ogbuji and Papazafeiropoulou (2016) and Werder et al. (2014), and were evaluated and discussed in previous sections (see Sections 3.6, 3.7 and 3.8) for the inclusion/ addressing social media governance and risk components. It was also found that four of the evaluated frameworks (Liew, 2022; Mennie, 2015; Ogbuji & Papazafeiropoulou, 2016; Werder, et. al., 2014) do address risk. In the latter regard, Section 3.8.2 describes how each of the identified four frameworks addresses risk; that is, as a key consideration and pillar in social media strategy development, social media governance, oversight level (as part of the internal audit level), and as part of governance.

7.1.2.2 Social Media Governance Frameworks vs Social Media Challenges

Table 2-6 summarised the identified social media challenges from a literature perspective. Table 3-4 showed the social media governance frameworks that addressed challenges as shown in Table 2-6. The discussion in Section 3.8.3 describes that social media governance frameworks do include some of the identified challenges to some extent. However, these governance frameworks may not explicitly address or include the identified challenges. The social media challenges were selected then tested by using a structured question and allowing participants to select social media challenges during the quantitative data collection phase. It was found that many of the challenges (lack of time, and responsibilities) could be addressed through social media governance elements (Section 5.2.4.2).

Furthermore Section 6.3.2.4 showed that social media challenges related to network, bandwidth, internet, facilities budget/ finance. Privacy and security did not seem to be of high relevance to academic libraries anymore. Based on the comparisons in Section 3.8.3, Table 3-4 and empirical research in Sections 5.2.4.2 and 6.3.2.4, it was deduced that the most relevant challenges facing academic libraries can be addressed through the social media governance frameworks.

Conclusion 2

Social media risk management can be addressed through the developed social media governance framework.

Conclusion 3

Social media challenges can be addressed through the developed social media governance framework.

7.1.3 Social media risks for academic libraries

Academic libraries' social media risks were addressed by means of research question three, whose resolution was actualised through a literature review and empirical research.

Section 2.6.5 identified social media risks in academic libraries according to literature. The empirical research (Sections 5.2.7 and 5.3.2.1) found that the risk identified concur with social media risks (reputational, content, compliance, human or social and technical risks) identified in the literature review (Section 2.6.5). The highest rated social media risks for academic libraries in SCECSAL are *reputational, content and compliance risks*. Risks may be intertwined, and one risk may be a cause for the other, as found between the reputational content and human or social risks.

Conclusion 4

The risks associated with social media are reputational, content, compliance, human or social and technical risks for academic libraries. These are similar to the risks in other industries or sectors. Moreover, the highest rated risks that academic libraries face with regard to social media relate to reputational, compliance, and content risks.

Conclusion 5

There is generally a lack of regular and integrated risk management and social media risk management in academic libraries. The ownership of social media risk controls is more with the library parent institutions than with the academic library itself. Library associations or organisations in SCECSAL regions do not own or manage social media control.

7.1.4 Academic Libraries vs International Community

A comparison of the differences of social media risks in SCECSAL academic libraries against their international counterparts was addressed through question four. The SCECSAL academic libraries' social media risks are not different from those observed in the international context. The social media risks identified through literature in the international library context were summarised in Table 2-5 (Section 2.6.5).

The empirical data analysis (Sections 5.2.7 and 5.3.2.1) on social media risks in SCECSAL academic libraries were found to be in alignment with the risks identified in Table 2-5. During the empirical analysis, another risk was identified as an academic risk. No further description of the risk was provided by the respondents.

Conclusion 6

Social media risks in SCECSAL academic libraries are similar, and not different from those experienced by the international library community and other industries. The identified academic risk should be researched further in order to understand the full context of the risk.

7.1.5 Social Media Challenges Experienced by Academic Libraries

The identification of the challenges of social media for SCECSAL academic libraries was guided by means of question five. These challenges were further identified in literature. For example, the *technical* challenges such as network bandwidth, the *organisational* challenges such as policies, guidelines, staffing, the *personal* challenges such as time and skills; as well as the *ethical* challenges such as confidentiality and privacy, were discussed in Section 2.6.2.

The empirical research further confirmed these challenges in Section 5.2.5. The challenges were categorised according to content, management of platforms, staffing, time management, and platforms maintenance challenges. The quantitative data analysis revealed ethical challenges (e.g., privacy) and technological challenges (e.g., related to bandwidth, network, bandwidth, and internet access). These two challenges were further investigated in the focus group discussions. It was found that these two challenges are not so prominent in academic libraries anymore and have been either addressed or managed by academic libraries.

Conclusion 7

The following challenges were mentioned in all SCECSAL academic libraries: staff, training, social media responsibilities, social media training, social media skills and knowledge, prioritisation, communication, process, coordination, language; as well as technical challenges. These challenges can be addressed through the developed social media governance framework.

7.1.6 Social Media Management in the SCECSAL Academic Libraries

The management of social media in SCECSAL academic libraries was addressed in question six. In this regard, the literature review (Section 2.7) identified various ways that social media is managed, such as strategies and controls (policies, guidelines and processes, and training or skills development). The empirical research further showed how SCECSAL academic libraries manage social media platforms through roles and responsibilities (Sections 5.3.2 and 5.2.6). It was also found that there are no specific social media roles in academic libraries in SCECSAL. Therefore, social media activities and tasks are performed by academic librarians in existing library positions.

The role of academic library management (positions of directors and executive directors in academic libraries) is not viewed as critical in social media activities. Social media management roles were found to be more on the operational and sectional level. It was also found that there is a low integration of social media objectives in the academic libraries' strategic and operational plans.

Conclusion 8:

Social media tasks and responsibilities are dispersed across library sections but not assigned to a specific library section or positions.

Conclusion 9:

Academic library management in the SCECSAL region either plays no role at all, or a very minimal role in the deployment of social media. It is inferred that senior management do not understand the risk of social media within academic libraries.

7.1.7 Risk Focused Social Media Governance Framework for SCECSAL Academic Libraries

The question on how the proposed framework addresses challenges experienced by academic libraries was partially addressed through literature review and expanded in the empirical study. Accordingly, the current section (Section 1.7.1) focuses on the finalised framework elements. The framework itself was used to incorporate the challenges identified through literature and the analysed empirical data. The weaknesses in the proposed framework are first discussed hereafter.

7.1.7.1 Weaknesses of the proposed framework

Figure 3-9 demonstrates the proposed framework. Based on the analysed empirical findings, the following weaknesses in the proposed framework (Figure 3-9) were noted:

- The specific challenges (related to the relevance and creation of content) were not covered in any of the phases in the framework;
- The university and library strategies were mentioned by participants in various questions. It was further found that the framework does not explicitly include a strategic or operational plan item;
- It was found that many of the challenges need the Library's executive or management intervention. However, the framework does not specifically include the Library's management as an item in the framework;
- The internal and external environment and stakeholders could be misleading or misinterpreted as external to the framework, organisation, or academic library;

- The image representing people is not necessary as it does not provide enough context, and may be misinterpreted or misleading;
- The use of the arrows in the framework/ model is not clear in terms of the direction, flow, or interactivity of the phases;
- From the empirical research and literature review, different stages may be linked, and the developed framework does not show the connection between phases appropriately;
- The cyclical design is limited and problematic when additional information or elements is to be added (as identified in the above bullets points);
- The description of stages is unclear, and does not show the outputs of the phases;
- The text in the stages is rather short and requires more detail; and
- The use of word “stages” seems like a process that stops and does not speak to interactivity.

All the weaknesses identified in the final framework were considered and mitigated. As such, the strengths of the initially proposed framework are addressed in the next section.

7.1.7.2 Strengths of the proposed framework

The initial framework proposed in Chapter 3 was developed from the reviewed literature (Figure 3-9). Consequently, the identified strengths in the initial framework were carried over to the final framework on the basis of the empirical research data analysis and interpretation. The assessed strengths of the proposed framework are presented in the section below.

- The framework includes activities that are needed to plan the social media governance in terms of the social media governance elements (Section 3.10.2). The risk management process is also planned, and risk culture, tolerance and appetite are determined.
- The proposed framework correctly addressed areas identified in the empirical research:

- Content challenges (for example responsibility, process, and time) (Section 5.2.5.1);
- Management of platforms challenges are addressed in this phase of the framework as they relate to process, responsibility, prioritisation (Section 5.2.5.1);
- Platform challenges which relate to responsibility, time management and skills (Section 5.2.5.1);
- Staffing challenges relating to responsibility, time management, lack of staff or dedicated staff, process (communication), knowledge of social media platforms, social media skills, lack of training (Section 5.2.5.1);
- Technological challenge relating to staffing (Section 5.2.5.1);
- Time management challenges relating to responsibility, time, social media priority (Section 5.2.5.1); and
- Training challenges related to the lack of training, and that training is not a priority (Section 5.2.5.1);
- Social media risk management process is included, specifically addressing the implementation and monitoring, the risk management plan, as well as the risk identification and assessment; and
- The risk management process, measurement and evaluation of the social media governance plan and the adjustment and improvement. During the empirical research, the challenges relating to measurement, monitoring and evaluation of risk management were mentioned. The controls, culture and practices were also identified during the empirical research. Thus, the phase is relevant to address the challenges as identified in the empirical research.

The framework includes a component on risk management adjustment and improvement. As such, the final framework incorporates the strengths identified above.

The proposed framework has multiple strengths and weaknesses that were identified after the empirical research analysis. Taking both the strengths and weaknesses into account, the framework was then amended (to incorporate both weaknesses and strengths), and the finalised framework is discussed in the next section.

7.1.7.3 Amendments to the framework

Based on the findings of the empirical research, the following key improvements were incorporated in the final framework; inclusive framework; inclusion of library management; inclusion of strategic plans and communication strategies; social media data; inclusion of relevance and creation of content items; interactivity between phases; framework design; stages to phases; and inclusion of outputs.

Inclusive framework:

The identified weakness was that the external and internal stakeholders were outside of the framework. In the final framework, the stakeholders are included as part of the framework.

Inclusion of library management:

Library management was found to be an important element in both the online questionnaire and focus group participants. Accordingly, the management structure should play a role in social media development and management within the academic library. The influence and support of Library executive was included as an item which may influence or provide input on the entire framework. These are included in a specific phase of the framework; that is, Phase 4 relating to “Management approves / endorses improvements”.

Inclusion of strategic plans and communication strategies:

It was found that the draft proposed framework lacked explicit inclusion of the university and library strategic plans, as well as the communication and social media strategies. This element was added as an input / influential item to the framework.

Social media platforms data:

Data from social media platforms was highlighted in the empirical research. Although the data may not be a key item, it can influence or be used in Phase 3 in order to measure and monitor social media platforms which can be used in Phase 3; that is, the measurement and evaluation phase.

Inclusion of relevance and creation of content items:

The empirical research found specific challenges to social media management that were related to relevance and creation of content. Phase 1 includes items to address these challenges; that is, operations applicable to social media, reporting structures, and platforms.

Interactivity between phases:

The relationship and influence of phases was improved with arrows in the framework/ model showing the relationship between these phases.

Framework design:

The design of the framework uses a rectangular design to fit all the elements of the framework. The phases utilise a rectangular design in order to ensure that the text is well displayed, and that all the items included in the phases are legible.

Stages of the phases:

The framework uses phases instead of stages to indicate the interactivity and relationship of the different parts of the framework.

Inclusion of outputs:

Each phase indicates an output of the stage in order to provide a measurement of each phase. The finalised framework is depicted in Figure 7-1 in the following section.

7.1.7.4 Final framework

The final risk-focused social media governance framework for academic libraries is depicted in Figure 7-1 overleaf, with each of the components of the framework explained as well.

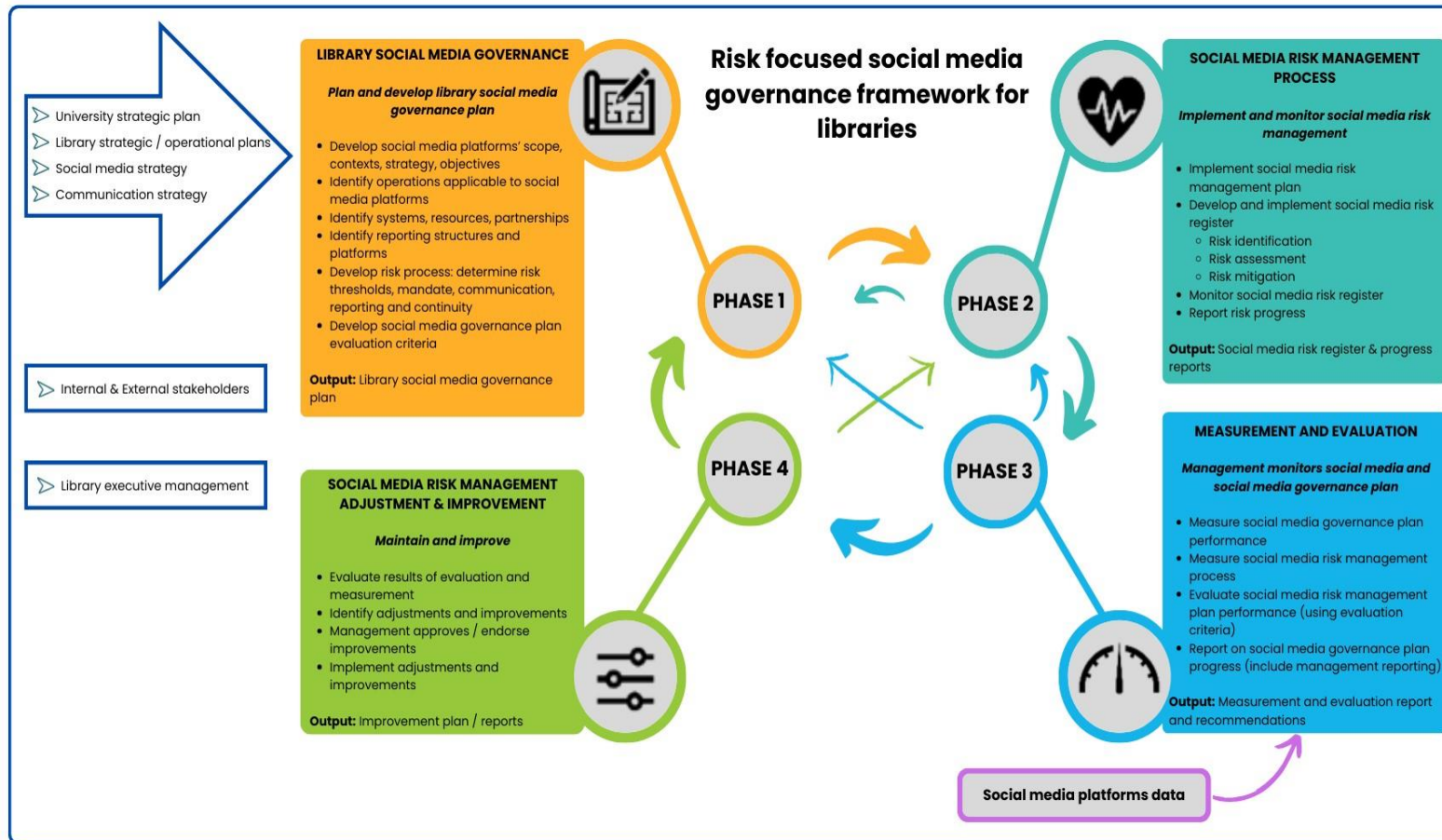


Figure 7-1: Comprehensive risk-focused social media governance framework

Framework inputs

Figure 7-2 is a portrayal of the framework inputs, showing three items that provides input to the framework. These three items are included in the framework as they influence the phases.



Figure 7-2: Input components

In terms of Figure 7-2 , the first components that leads into the framework are the university's strategic plan, the library strategic or operational plan, the social media strategy, and the communication strategy of the institution. The components are developed outside of the framework but will affect the framework.

Phase 1 Library social media governance

Figure 7-3 overleaf shows the second component of the framework. The library social media governance component focuses on the planning and development of the library's social media governance plan. During the planning and development phase, the library's social media scope, context, strategy, and objectives are developed. Furthermore, the development phase defines the required social media operations, while also identifying the systems, resources and partnerships that are required. The structures and platforms are also determined during this phase of the framework. The first part of the risk

management process will also be initiated during this phase to develop the risk process, determine thresholds, mandates reporting and continuity.



Figure 7-3: Library Social Media Governance

During this phase the academic library is also developing and setting up the criteria that will be used to evaluate the social media governance plan. The expected outcome from the phase is a social media governance plan. This phase represents the social media governance elements as identified during Section 3.8 and 3.8.1 which addresses social media risks in academic libraries.

Phase 2 Social media risk management process

This process is the second process in the framework which commences after the social media governance plan has been developed (Phase 1). The focus of Phase 2 is to implement and monitor social media risks according to the plan developed in Phase 1. During this phase the social media risk management plan is implemented. The academic library develops and implements a social media risk register which include the identified social media risks, assesses social media risks, and develops mitigation plans for each of the social media risks. Social media risks are monitored during this phase and also

reported as per the reporting processes identified in Phase 1. Phase 2 leads into Phase 3, where measurement and evaluation occur.



Figure 7-4: Social media risk management process

The output of Phase 2 is a risk register and progress reports, which leads to Phase 3. Phase 2 is also able to feed back to Phase 1 in the event that amendments and revisions are needed after the implementation of the risk management process. Phase 2 is necessary as it relates to the risk management components identified in Section 3.3, Section 3.8.2 and the findings from the empirical research categories focusing on the risk management integration.

Phase 3 Measurement and evaluation

Figure 7-4 is a depiction of Phase 3 (measurement and evaluation) of the framework model. During Phase 3, the measurement and evaluation of the social media governance plan and risk management process occur.



Figure 7-5: Measurement and Evaluation Phase

In terms of Figure 7-5, Phase 3 also presents an opportunity for academic libraries to evaluate the social media risk management plan performance using the criteria developed in Phase 1, and further reports on the governance plan progress. Phase 3 is needed to allow academic libraries the opportunity to measure and possibly adjust after recommendation from the measurement and evaluation and feedback to Phase 2 in the event that amendments are needed.

The principles of risk management presented in Section 3.3 show that monitoring and evaluation form a critical part of the risk management process. Data derived from the social media platforms is external to Phase 3, as the data constitutes a Phase 3 input.

The social media data input component represented in Figure 7-6 is not internal to Phase 3, since the data analysis and monitoring of social media platforms may be performed as a separate function in academic libraries, or where institutional social media is used the process may be owned by an institutional departments outside of the academic library, as found during the empirical research where some academic libraries indicated that social media is owned by the institution (Section 5.2.2 and Section 5.2.5.3).

Social media platforms data

Figure 7-6: Social media data input

The fourth phase is discussed in the following section.

Phase 4: Social media risk management adjustment and improvement

Figure 7.7 is a depiction of Phase 4 of the framework, which focuses on the adjustments and improvements made to social media risk management. During this phase (Phase 4), the results of the Phase 3 evaluations and measurements are identified. Furthermore, the management role is critical in this Phase 4. The phase is needed for academic libraries to implement changes to improve, and ensures the management role is included in the framework. In addition, Phase 4 is necessary as part of the risk management process and principles (see Section 3.3), and addresses improvement to the lack of management role in social media management in academic libraries (see Section 5.2.4 and Section 5.2.7).



Figure 7-7: Social media risk management adjustment and improvement phase

In terms of Figure 7-7, the output of Phase 4 is depicted as an improvement plan or reports that have been generated. Phase 4 is linked to Phase 1, where the identified improvement is incorporated and amended in the social media governance plan. Phase

4 is also linked to Phase 2 in the event that improvement is focused on the risk management process.

Phase interconnectivity

The interconnectivity of the phases is depicted in Figure 7-8.

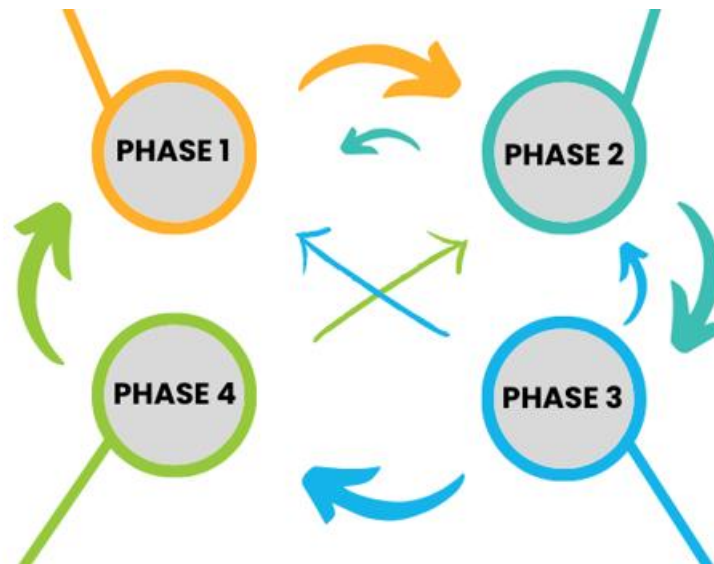


Figure 7-8: Phase interconnectivity

Figure 7-8 is reflective of the interconnectedness or symbiosis of the four phases in the framework, because one phase may affect another phase. The interconnectivity between the phases was described in the above sections. The bigger arrows on the outer layout of the framework model indicates the sequence of the phases. On the other hand, the smaller arrows in the middle of the Figure 7-8 indicates that the phases are connected to each other, or may influence the phase to which it is connected. By implication, there is the possibility of movement from Phase 4 to Phase 2, or from Phase 3 to Phase 1.

Furthermore, the interconnectedness of the phases can be summarised as below:

- The flow of the phases is from phase 1, to 2, to 3 and then 4. However, the flow can continue from phase 4 to phase 1.
 - Academic libraries complete the Social media governance phase (phase 1) and a Social media governance plan is developed. Once completed the

social media risk assessment (phase 2) can be done. The Library social media governance phase is also connected to the measurement and evaluation (phase 3) which shows that after a measurement and evaluation is complete recommendations can be implemented in phase 1 (governance).

- Phase 2 (or the Social media risk management process is connected to the governance (phase 1) and the measurement and evaluation (phase 3). After a risk assessment of social media is complete the academic library may want to move back to phase 1 (governance) to adjust or move on to measure and evaluate the plan and processes.
- Phase 3 contains the measurement and evaluation activities. Once this is complete the academic library may want to go back and do risk assessment or want to make changes to the social media governance phase or can move on to maintain or improve. The Social media management adjustment and improvement (phase 4) allows the academic library to go back to risk management (phase 2) if needed to amend or redo the assessment or move to improve with the governance (phase 1).

The following section provides the recommendations of the study.

7.2 RECOMMENDATIONS FROM THE STUDY

Based on the conclusions reached in the preceding sections, the study developed recommendations for practice in SCECSAL academic libraries and professional associations, and also identified topics for further research.

7.2.1 Recommendations for Practice in SCECSAL Academic Libraries

Following the literature review and empirical research findings, the study recommends practical recommendations for academic libraries in SCECSAL.

Benchmarking or assessment of current practices

The research findings show that the purposes (Section 5.2.3.2) and benefits (Section 5.2.3.5) of social media platforms in academic libraries are consistent over many years, and well implemented (Section 5.2.3.5) in academic libraries (see Conclusions 1, 2 and 4). The purposes and various uses are aligned to both the regional and international contexts of academic libraries. In that regard, the study recommends that SCECSAL academic libraries should use the identified purposes and benefits as a benchmarking or assessment tool for determining possible gaps within existing academic libraries social media use. By means of the latter exercise, academic libraries that have not implemented social media are then informed of the social media platforms that can be used for the purposes of understanding them before implementation.

The study identified various social media challenges experienced by SCECSAL academic libraries. In that regard, it is recommended that academic libraries that are currently implementing or planning to implement social media should use the identified challenges in order to:

- Assess the current state of social media activities against the identified challenges in order to proactively identify and manage the challenges before they occur; and
- Develop implementable strategies in order to ensure challenges are minimised after implementation

Review social media roles and responsibility

Social media responsibilities and roles were not clearly defined as contributing factors to the challenges and risks of social media implementation in SCECSAL academic libraries (see Conclusion 3). The study recommends that academic libraries should review and assess the social media roles and responsibilities in order to minimize the effect of challenges on practice.

Strategic implementation of social media platforms

The study recommends that social media should be integrated in academic libraries' strategic and operational plans (see Conclusion 9). The inclusion of social media as a strategic tool could assist libraries with reducing various challenges and risks associated

with social work activities in libraries. It is also recommended that academic library management and executive teams should review the roles management can play in social media strategy and integration. Management commitment, support, and participation in social media may also affect social media priority and importance and challenges related to organisational approach for social media implementation and staffing and training.

Implementation of social media risk management in academic libraries

The study showed various gaps in social media risk management in SCECSAL academic libraries (see Conclusion 5). From the findings it is recommended that academic libraries should incorporate and implement social media risk management practices. By implementing social media risk management, academic libraries are able to proactively mitigate risks and improve the controls to effectively manage social media risk and the impact of these risks in the academic library.

Social media skills development for SCECSAL academic libraries

The study showed that the of lack of social media skills or training plays a key role in social media challenges and risks in academic libraries in SCECSAL (see Conclusion 7). The study recommends that academic libraries should invest in social media training opportunities and skills development in order to assist academic libraries in the acquisition of competence, knowledge, and skills in social media platforms management.

Piloting of risk focused social media governance framework

It is recommended that the developed risk focussed social media governance framework should be piloted in each of the SCECSAL countries in order to test the feasibility and identify gaps within the framework (see Conclusion 1). The framework can be customised per country or region through piloting in order to show possible improvements or enhancements required in the framework. Further recommendations for future research are recommended in the following sections.

7.2.2 Recommendations for library professional associations

There are various standards/ guidelines and or frameworks available for academic libraries (see Conclusion 6). As discussed in Chapter 3, the current standards/ principles and guidelines do not include the standards or guidelines for implementation of social media within academic libraries in SCECSAL. Section 5.2.5.3 shows that social media controls are owned and managed by either the academic library or the university. The study recommends that SCECSALs' academic library professional associations or bodies should include both risk management and social media platforms guidelines or principles as standards that ensure that implementation of social media platforms form a critical part of the standards.

7.3 RECOMMENDATIONS FURTHER RESEARCH

The following recommendations for further research regarding academic libraries in SCECSAL academic libraries are discussed.

Selection of social media platforms

The study found that SCECSAL academic libraries use similar platforms as showed in the reviewed literature, as well as trend reports internationally and regionally. On that basis, the study recommends that further research should be conducted on the reasons for academic libraries' use or preference of specific social media platforms. Therefore, further studies should be conducted on library user needs and trends in social media, as well as how academic libraries are keeping abreast of implementing platforms in relation to user needs.

Library management role in social media (see conclusion 9)

It was found that the role of Library management and executive in social media was not indicated as a priority role (see Conclusion 9). The type of roles of academic library management regarding social media should be further researched, focusing on the link between social media management and social media involvement of academic libraries management.

Risk management practices in SCECSAL academic libraries (see conclusion 1)

The learning gained from risk management theory and social media risk and governance frameworks showed that risk management is an important matter in management of technological tools such as social media platforms (see Conclusion 1). The empirical research showed that risk management in SCECSAL academic libraries are not fully implemented. In that regard, the study recommends that future research should be conducted to investigate how SCECSAL academic libraries are implementing risk management. The current research could be utilised as a reference point for adopting some of the practices in social media risk management.

Social media uses in SCECSAL and African academic libraries

The data showed that the uses or purposes of social media in SCECSAL libraries did not include the use of social media for research collaboration or information literacy. Social media innovation, impact on decision making or value for academic libraries was not found during the empirical research (Section 5.2.4.5). The study recommends that future research should be conducted in respect of:

- The use of social media platforms in academic libraries for research collaboration and information literacy in SCECSAL or African academic libraries; and
- Social media innovation impact or value for SCECSAL or African academic libraries.

Practical and further research recommendations have been provided on the basis of the empirical findings. A reflection on the thesis is discussed in the following section.

7.4 EVALUATING/CRITIQUING THE STUDY

Some positive and negative experiences were encountered during the conceptualisation of the study and its eventual empirical data acquisition stages. The conceptualisation of the thesis was positive, although the literature on risk management in social media in academic library was very limited, especially in the African context of the research topic. Most of the consulted sources focused on social media benefits and uses.

During the data collection phase, challenges were experienced regarding the number of questionnaire responses. The questionnaire response rate was very low, despite the several attempts made by the researcher to contact the sampled participants. In addition, it is noted that there was a higher response rate from the South African academic librarians, compared to the lower rate from the rest of the SCECSAL region. Conclusions and recommendation could thus not be generalised to the broader African continent. After some internal reflection, the researcher concluded that the method of questionnaire distribution should have been different. Distribution of the questionnaire via the SCECSAL listserv and social media could have been supplemented by data collection via each academic library within the SCECSAL region. However, this could not be accomplished due to the effects or implications of the Protection of Personal Information Act and Ethical Clearances for institutional participation in the study.

Another positive experience or factor was that participants in the focus group discussions provided key information on social media risk in academic libraries and the elements for inclusion in the framework. After reflection on the focus groups and the final conceptualisation of the framework, the researcher could have introduced the focus group participants to the proposed framework (Chapter 3) to also elicit discussion concerning the proposed framework. This could have provided additional input regarding the development of the final framework. Although there were certain items that could have been treated differently during the empirical research, a final framework was developed to address the research problem and research question.

An overall positive factor from the study relates to the study's contribution to the broader literature on social media risk management in Africa. It was found that social media risk management literature is based more on organisations other than academic institutions or academic libraries. Therefore, this study contributes to the body of knowledge from an academic and academic library perspective. In addition, the study provides a localised contextual contribution to the SCECSAL region.

The following section provides a summary of the current chapter 7 and the thesis as a whole.

7.5 IN SUMMARY

The chapter first provided a discussion on the response to the research questions and the main findings. Each of the research questions was presented and the response and main findings per research question were subsequently provided. Following the responses and main findings, the final framework was then presented. The key strengths and weaknesses were also provided, and the amendments on the proposed framework was discussed. The final framework and each its phases were provided and discussed. The framework discussion was followed by a discussion on the library practice, library professional associations and further research recommendations. The chapter culminated with a reflection/ critique of the study.

Overall, the introduction to the thesis, the main research problem, background, and research questions were provided in Chapter 1. The research methodology for the empirical research was identified and summarized. Chapter 2 then focused on the literature review and perspectives of various authors regarding the history, background and evolution of social media and its related trends, with emphasis on the various uses in academic libraries. The main challenges and risks of the social media platforms were identified, which provided a firm contextual basis for Chapter 3. The focus of Chapter 3 was on frameworks, social media management, risk management and social media governance. These focal points served as the basic elements for the proposed framework, and also provided the conceptual framework to the proposed risk focused social media framework.

Chapter 4 provided the blueprint that was used for the empirical research design in consonance with the research questions presented in Chapter 1. Meanwhile, Chapter 5 presented the analysed and interpreted quantitative data, as well pertinent discussions concerning the identified key issues. Chapter 6 provided a data analysis and interpretation of the qualitative findings, and provided further clarity on critical aspects

identified in Chapter 5. Chapter 6 further provided information concerning the participants' views based on the proposed framework components. Finally, Chapter 7 provided the summary of the responses to research questions, the main findings, the framework, and recommendations of the study. The risk focused social media governance framework was presented, and the key elements of the framework were described.

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APPENDICES

APPENDIX A: QUESTIONNAIRE CONSENT

Consent PhD Study Title: A risk-focused social media governance framework for African academic libraries

ONLINE QUESTIONNAIRE Researcher: Janice De Wee

email: janice.dewee@gmail.com Tel: +27 74 854 1782

Institution: University of Pretoria

Dear participant

I am a PhD student in the Department of Information Science, University of Pretoria. My supervisors for my PhD thesis are Prof. M Holmner (email: marlene.holmner@up.ac.za) and Dr M van Deventer (email: vandeventer.martha@up.ac.za).

By understanding how social media platforms are currently implemented by academic libraries, it is possible to recognise the challenges of these technologies, and their associated risks in the academic library setting. My study aims to investigate the role of risk management within a comprehensive social media governance framework. Furthermore, the study investigates how academic libraries are addressing the issues and risks of social media, and how social media is incorporated into their strategies. Once the foregoing is accomplished, a comprehensive risk-focused social media governance framework for African academic libraries will be developed, potentially reducing social media platform risk.

Your participation is voluntary, and you can withdraw at any time. Please note that once the electronic survey is completed and submitted, the response will be recorded and can no longer be withdrawn. Throughout the electronic survey, your privacy will be protected and your participation will remain confidential. Data collected will be analysed and all the data will be transferred to a computer program to analyse the dataset. This means that the participant will be assured of anonymity. Completing the survey should take about 30

minutes of your time, at the most. By completing the electronic survey, you indicate that you voluntarily participate in this research.

If you have any concerns, please contact the researcher, Janice De Wee, by email: janice.dewee@gmail.com or telephonically on: +27 74 854 1782. You can also contact the supervisors Prof. M Holmner (email: marlene.holmner@up.ac.za) and Dr M. van Deventer (email: vandeventer.martha@up.ac.za) should you have any concerns about the study. If you agree to participate, please complete the consent question that follows this below.

Consent

By selecting the "Yes" option, I declare the following: I understand that I am voluntarily participating in this anonymous electronic survey. The nature of this research is clear to me and I understand the purpose of the study. I understand that the information provided will be handled confidentially. I am aware that the results of the survey may be used for academic publication.

- Yes
- No

APPENDIX B: QUESTIONNAIRE

Section 1: Demographic information

1.1. In which country are you employed?

(Select your country from drop list of African countries)

Are you employed at an academic library (university library)?

Yes	
No	

1.2. In which section of the library do you work?

--

1.3. Indicate how social media platforms are used at your library. *(Select only the most applicable from the following list by clicking in the box next to the option)*

1	My library director ate / section / unit develop(s) its own social media presence on available platforms	
2	The library develops its own social media presence on available platforms	
3	The library develops its social media presence as part of the institutional social media presence	
4	I do not know	

If 'libraries or library departments that are responsible for their own social media presence' (options 1 or 2) was selected, please continue to the next section ([Section 2](#)).

If 'the library develops its social media presence as part of the institutional social media presence' (option 3) was selected, click here to skip to ([Section 6](#)) of the questionnaire.

If 'I do not know' (option 4) was selected, click here to skip to ([Section 11](#)) of the questionnaire.

SECTIONS 2-5 IS FOR ACADEMIC LIBRARIES THAT DEVELOP THEIR OWN SOCIAL MEDIA PRESENCE – INDEPENDENT OF THE PARENT INSTITUTION.

Section 2: Use of social media platforms in academic libraries

2.1. Which social media platforms are currently being used by your library?

(Select all that apply from the following list by clicking in the boxes next to them):

Facebook	☐
Instagram	☐
Twitter	☐
YouTube	☐
I do not know	☐
Other: (please specify below)	☐
	☐

2.2. For what purpose(s) are the social media platforms (from 2.1.) used?

(Select all that apply from the following list by clicking in the boxes next to them)

	Answering enquiries	Announcements	Events	Marketing	Training	User feedback	I do not know	Other (please specify)
Facebook								
Instagram								
Twitter								
YouTube								
Other as indicated in 2.1.								

Specify other (use):

2.3. What role do you play in the social media platforms in your library?

2.4. Please indicate how frequently content is posted on your library's social media platforms

	Daily	2-3 times a week	Once a week	Once in 2 weeks	Once a month	Less than once a month	I don't know

Facebook							
Instagram							
Twitter							
YouTube							
Other as indicated in question 2.1.							

2.5. When did your library start using the social media platforms?

	2021	2020	2019	2018	2017	2016	2015	Between 2010 – 2014	Before 2010	I don't know
Facebook										
Instagram										
Twitter										
YouTube										
Other as indicated in 2.1.										

2.5 What are the main advantages of using social media platforms for your library?

--

Section 3: Social media challenges in academic libraries

What challenges has your library experienced with using social media platforms?
(Discuss all that apply)

Category	Challenges experienced
Content	
Staffing	
Training	
Technological	
Platform maintenance	
Time management	
Management of platforms	
Other	

3.1 How did your library manage the challenges identified in 3.1? (*Discuss all that apply*)

Category	Addressing the challenge
Content	
Staffing	
Training	
Technological	
Platform maintenance	
Time management	
Management of platforms	
Other as specified in 3.1.	

3.2 Indicate whether the challenges identified in 3.1 were resolved

The challenges have been fully addressed	
The challenges have been partly addressed	
The challenges have not been addressed and remain	

If 'partly' is selected, please go to question 3.4.

If 'have not been' is selected, please go to section 3.5.

If **'fully addressed'** is selected, please go to section 4.1.

3.3 Which aspects of the social media challenges have not been resolved?

--

Continue to section 4.1

3.4 Why have the challenges not been resolved?

--

Continue to Section 4.1

Section 4: Social media management in academic libraries

4.1 Which section of your Library is mainly responsible for the overall management of social media platforms implementation?

Client services (information specialists, personal librarians, information assistants, circulation)	
Information technology (library systems administrators, web developers)	
Interlibrary loans	
Library marketing	
Library resources management (i.e., cataloguing, acquisitions, collection development)	
I don't know	
Other (please specify)	

4.2 Considering the library positions, indicate what social media role(s) could generally be associated with the positions listed. (Select *all applicable options*)

	Social media administrator (account management, insights, reporting)	Social media content creator	Social media manager	Social media technician	Plays no role/ None
Executive director					
Director(s)					
Manager(s) / Heads of departments or sections					
Library staff working in client services (information specialists, information assistants)					
Library staff working in information technology					
Library staff working in library resources management, i.e., cataloguing, acquisitions, collection development					
Library staff working in marketing					
No responsibility assigned					
Other (please specify)					

4.3 Indicate where the ownership, of the following social media platform management controls, lies in your library. *(Select all applicable options)*

	Owned / managed by the library	Owned / managed by the Institution	Owned/ managed by external associations / organisations	Not implemented at the library
Social media committee				
Social media governance framework				
Social media guidelines				
Social media framework				
Social media policy				
Social media strategy				

I don't know				
Other, please specify				

4.4 How effective are the social media platform management controls (indicated in 4.3) of your library?

	Totally effective	Partially effective	Not effective	Not applicable
Social media committee				
Social media governance framework				
Social media guidelines				
Social media framework				
Social media policy				
Social media strategy				
I don't know				
Other as indicated in 4.3				

4.5 What would make the management of social media in your library more effective?

--

4.6 Please indicate the state of your library's overall social media platforms management.

Excellent	
Good	
Average	
Needs improvement	
Totally ineffective	

Section 5: Social media risk management

5.1 What types of risks does social media usage pose for your library? (*Select all applicable*)

Technical risks	
Human or social risks	
Content risks	
Compliance risks	
Reputational risks	
I don't know	
Other (Please specify other)	

5.2 Please provide some examples of the risks (indicated in 5.1) that social media usage poses for your library.

	Description of the risks
Technical risks	
Human or social risks	
Content risks	
Compliance risks	
Reputational risks	
Other as specified in 5.1.	

5.3 Indicate how frequently your library assesses social media risks.

Social media risk assessment is done ad hoc	
Social media risk assessment is done at regular intervals	
Social media risk assessment is done before implementation of social media platforms	
No risk assessments have been done for social media platforms	
Other (please specify)	

5.4 Please indicate if your Library has a risk management process

Yes, the library has a risk management process	
No, the library does not follow a risk management process	
Not sure if the library has a risk management process	

If yes, go to question 5.5.

If no or not sure, go to Section 10.

- 5.5 Please explain how the social media risk management is incorporated into the library risk management process? (For example: Is it just another item in the risk register or is there a totally separate section for social media risk)?

--

Go to Section 10

SECTIONS 6-9 ARE ONLY FOR ACADEMIC LIBRARIES THAT DEVELOP THEIR SOCIAL MEDIA PRESENCE AS PART OF THE INSTITUTIONAL SOCIAL MEDIA PRESENCE.

Section 6: Use of institutional social media platforms in academic libraries

- 6.1. Which institutional social media platforms are currently being used by your library?
(Select all that apply from the following list by clicking the boxes next to them):

Facebook	☐
Instagram	☐
Twitter	☐
YouTube	☐
I do not know	☐
Other: (please specify below)	☐

- 6.2. For what purpose(s) are the institutional social media platforms (from 2.1) used?
(Select all that apply from the following list by clicking the boxes next to them)

	Answering enquiries	Announcements	Events	Marketing	Training	User feedback	I do not know	Other (please specify)

Facebook								
Instagram								
Twitter								
YouTube								
Other as indicated in 6.1.								

Specify other (use):

6.3. What role do you play in the social media platforms in your library?

6.4. Please indicate how frequently your Library posts content on institutional social media platforms

	Daily	2-3 times a week	Once a week	Once in 2 weeks	Once a month	Less than once a month	I don't know
Facebook							
Instagram							
Twitter							
YouTube							
Other as indicated in question 6.1.							

6.5. When did your library start using the institutional social media platforms?

	2021	2020	2019	2018	2017	2016	2015	Between 2010 – 2014	Before 2010	I don' t know
Facebook										
Instagram										
Twitter										
YouTube										
Other as indicated in 6.1.										

6.6. What are the main advantages of using your institutional social media platforms for your library?

Section 7: Social media challenges for academic libraries (using institutional social media platforms)

7.1. What types of challenges has your library experienced with using institutional social media platforms?

Category	Challenges experienced
Content	
Staffing	
Training	
Technological	
Platform maintenance	
Time management	
Management of platforms	

Other	
-------	--

7.2. How did your library manage the challenges identified?

	Addressing the challenges
Content	
Staffing	
Training	
Technological	
Time management	
Management of platforms	
Other	
Please specify other	

7.3. Indicate if the challenges identified were resolved

The challenges have been fully addressed	
The challenges have been partly addressed	
The challenges have not been addressed and still remain	

If 'partly' is selected, go to question 8.4.

If 'fully addressed' is selected, go to section 9.1.

If 'have not been' addressed' is selected, go to question 8.5.

7.4. Which aspects of the social media challenges have not been resolved?

--

7.5. Why have the challenges not been resolved?

--

7.6. Would problem resolution have been more effective if the library was responsible for its own presence on the social media platforms?

--

Section 8: Social media management in academic libraries

8.1. Which section of your Library is mainly responsible for the overall management of social media platforms implementation?

Client services (information specialists, personal librarians, information assistants, circulation)	
Information technology (library systems administrators, web developers)	
Interlibrary loans	
Library marketing	
Library resources management (i.e., cataloguing, acquisitions, collection development)	
I don't know	
Other (please specify)	

8.2. Considering the library positions, indicate what social media role(s) could generally be associated with the positions listed. (Select *all applicable options*)

	Social media administrator (account management, insights, reporting)	Social media content creator	Social media manager	Social media technician	Plays no role/ None
Executive director					
Director(s)					
Manager(s) / Heads of departments or sections					
Library staff working in client services (information specialists, information assistants)					

Library staff working in information technology					
Library staff working in library resources management, i.e., cataloguing, acquisitions, collection development					
Library staff working in marketing					
No responsibility assigned					

8.3. Indicate where the ownership, of the following social media platform management controls, lies in your library. (*Select all applicable options*)

	Owned / managed by the library	Owned / managed by the Institution	Owned/ managed by external associations / organisations	Not implemented at the library
Social media committee				
Social media governance framework				
Social media guidelines				
Social media framework				
Social media policy				
Social media strategy				
I don't know				
Other, please specify				

8.4. How effective are the social media management controls indicated?

	Fully effective	Partially effective	Not effective
Social media committee			
Social media governance framework			
Social media guidelines			
Social media framework			
Social media policy			

Social media strategy			
I don't know			
Other as specified in 8.3.			

8.5. What would make the management of social media in your library more effective?

--

8.6. Please indicate the state of your library's overall social media platforms management.

Excellent	
Good	
Average	
Needs improvement	
Totally ineffective	

Section 9: Social media risk management

9.1. What types of risks do social media usage pose for your Library? (*Select all applicable*)

Technical risks	
Human or social risks	
Content risks	
Compliance risks	
Reputational risks	
I don't know	
Other (Please specify other)	

9.2. Describe the types of risks that social media usage pose for your library as indicated.

	Description of the risks
Technical risks	
Human or social risks	
Content risks	
Compliance risks	
Reputational risks	
Other as specified in 9.1.	

9.3. What types of risks do social media usage pose for your institution?

--

9.4. Indicate how your institution assesses social media risks.

Social media risk assessment is done ad hoc	
Social media risk assessment is done at regular intervals	
Social media risk assessment is done before implementation of social media platforms	
No risk assessments have been done for social media platforms	
Other (please specify)	

9.5. Please indicate if your institution has a risk management process.

Yes, the library has a risk management process	
No risk management process in the library	
Not sure if institution has a risk management process	

If yes is selected, go to question 9.6.

If no is selected, go to section 10.1.

If not sure, go to section 10.1.

9.6. How is social media risk incorporated into the risk management practices?

--

SECTIONS 10 - 11 ARE FOR BOTH FOR ACADEMIC LIBRARIES THAT DEVELOP THEIR SOCIAL MEDIA PRESENCE AS PART OF THE INSTITUTIONAL SOCIAL MEDIA PRESENCE AND ACADEMIC LIBRARIES THAT DEVELOP THEIR OWN SOCIAL MEDIA PRESENCE.

SECTION 10: Social media and strategy

10.1. Please indicate when your library included social media objectives at strategic / operational level (i.e., was it mentioned in the library's business plan).

Social media objectives included in:	2021	2020	2019	2018	2017	Pre-2016	Not included	I don't know
Social media objectives included in library strategic plan								
Social media objectives included in library operational plan								
Social media objectives included in sectional / directorate operational plan								
Social media objectives included in projects only								

10.2. What should be added to your library's strategy to make the use of social media more effective?

Section 11: General

- 11.1. Do you have any other comments that you would like to add with regard to social media risk management in academic libraries?

-----Thank you for your time and input -----

APPENDIX C: FOCUS GROUP INFORMED CONSENT FORM

1 Thesis information

Degree	PhD: Information Science
Thesis	A risk focused social media governance framework for South African academic libraries
Researcher	Ms. Janice De Wee (email: janice.dewee@gmail.com) / Contact number: +27 748541782
Supervisors	Prof M Holmner (email: marlene.holmner@up.ac.za) / Contact number 012 420 5215 Dr M van Deventer (email: vandeventer.martha@up.ac.za) / Contact number 082 924 6650
Department	Information Science
Faculty	Engineering Built Environment and Information Technology (EBIT)
Institution	University of Pretoria

1.1 Purpose

The purpose of the study is to develop a comprehensive risk focused social media governance framework for South African academic libraries. My study aims to investigate the role of risk management within a comprehensive social media governance framework, by understanding:

- how social media platforms are currently implemented by academic libraries
- challenges of these technologies, and their associated risks within the academic library setting
- the current management of challenges and risks of social media in academic libraries

1.2 Population parameters of the thesis

Academic librarians in South African and Africa that are directly or indirectly working with social media platforms in their libraries, were chosen to

participate in this study as this thesis is focused on developing a risk focused social media governance framework for academic libraries, in South Africa.

1.3 Nature of participation in this study

The role of the participants is to respond to questions contained within a questionnaire or focus group interview. After the data is collected and the proposed framework is available, respondents will be invited to provide input to confirm the proposing as per data collected.

1.4 Data collection

1.4.1 Online questionnaire

A link that leads to an online survey (a self-administered questionnaire) will be sent via email to academic librarians. Due to the global COVID-19 pandemic and in compliance with the national COVID- 19 regulations, the survey will only be available online.

1.4.2 Focus group interview

An online invitation for participation in the focus group interview will be emailed to selected participants who are academic librarians working on social media platforms. The focus group interview will be conducted online using a platform such as Microsoft Teams, Skype or Zoom. The focus group interview will be recorded and will be transcribed and stored on private secured storage. All data collected will be anonymized.

All questions asked will be directly related to social media usage in academic libraries in particularly on the following aspects:

- Use of Social media platforms
- Social media challenges for academic libraries
- Social media management
- Social media risk management
- Social media and strategy

All data collection instruments (online survey), and interview schedules have been approved for ethical clearance by the Engineering, Built

Environment, and Information Technology (EBIT) Research Ethics Committee, University of Pretoria (Ref number: EBIT/108/2021]

1.5 Expected duration

The expected duration of participation in the survey is approximately 30 minutes and the focus group interview 90 minutes.

1.6 Nature of participation

1.6.1 Withdraw from this study

Participating in this study is voluntary and there is no penalty or loss of benefit for non- participation. Respondents are not obligated to consent to participate. Respondents are free to withdraw at any time and without giving a reason from completing the survey or participating in the focus group interview. Should the respondent withdraw after completion and submission of the online survey it will not be possible to uniquely identify the response to retract.

1.6.2 Participation consent

To participate in the study each respondent must consent to participate by:

- Consent will be requested before the participant could gain access to the questionnaire. Participants will indicate agreement to participate on the online survey by clicking “Yes” when asked for consent on the online questionnaire. The online survey will only open once ‘Yes’ has been selected. Selecting ‘No’ will lead to a ‘Thank you for your time’-page.
- For focus group participants a consent form will be emailed to respondents and to be signed and returned to the researcher before respondents will be supplied with connection details.

1.6.3 Publication of results

The thesis will be published on the University of Pretoria institutional repository. As part of the requirements for the degree two (2) journal articles will be published from the study. A copy can be sent to participants on request.

1.7 Protection of personal information

The questionnaire is anonymous, no personal information (which will identify respondents) will be collected during the online survey. Institution names will be anonymised.

During the focus group, no personal information (which will identify respondents) will be collected. All data collected during the online focus group interview will be anonymized. During the focus group a recording will be made for the purpose of data collection and used solely for the purpose of data collection. Once the thesis has been examined and accepted all recordings will be destroyed.

1.8 Negative consequences

A risk assessment was conducted for this study. During the assessment, no harm or negative consequences were identified. This study does not include any investigations on animals or humans. The study only focuses

on use of social media platforms within academic libraries.

1.9 Confidentiality

Information collected during the data collection and data analysis phases will be managed confidentially. The answers given will be treated as strictly confidential as you cannot be identified in person based on the answers that you give. Your privacy will be protected and maintained through anonymizing the original data.

1.10 Research data management

Once data collected is anonymized and analysed data will be managed as per the University of Pretoria's Research Data Management policy and procedure.

The Research Data Management policy is available from: https://up-za.libguides.com/ld.php?content_id=41390830

The Research Data Management Procedure is available from: https://up-za.libguides.com/ld.php?content_id=41390835

1.11 Findings/ results of the research

Respondents can contact the researcher, Janice De Wee should they wish to be informed about the findings once the thesis is finalized and available.

1.12 Reporting of concerns

Respondents may contact the Researcher, Ms Janice De Wee (add email), or the supervisors, Prof M Holmner (marlene.holmner@up.ac.za) or Dr M van Deventer (vandeventer.martha@up.ac.za) for any concerns related to the study. Respondents may also contact the Engineering Built Environment and Information Technology (EBIT) Ethics Committee (email Ebit-Ethics@up.ac.za) to report any ethical concerns regarding the study.

INFORMED CONSENT FOR FOCUS GROUP DISCUSSION

I, **name of participant** hereby voluntarily agrees to participate in the project as explained to me by **Ms Janice Angeline De Wee**

The nature, objective, possible safety and health implications have been explained to me and I understand them.

I understand my right to choose whether to participate in the project and that the information furnished will be handled confidentially. I am aware that the results of the investigation may be used for the purposes of publication.

I understand that the focus group discussion and the names of participants are confidential and that I may not share the responses by individuals or their identities outside the group meeting.

I am aware that the focus group interview will be recorded for data collection and that the recording will be used solely for the purpose of data collection
(Upon signature of this form, the participant will be provided with a copy.)

Signed: _____ Date: _____

Researcher: _____ Date:

APPENDIX D: FOCUS GROUP INTERVIEW SCHEDULE

PhD Study Titled: *A risk focussed social media governance framework for South African academic libraries*

Researcher: Janice De Wee, janice.dewee@gmail.com Tel: +27 74 854 1782

Supervisors: Prof. M Holmner (email: marlene.holmner@up.ac.za) and Dr M van Deventer (email: vandeventer.martha@up.ac.za)

Institution: University of Pretoria

Section 1: Welcome and introduction

Good day, and a warm welcome to everyone attending today's focus group. I am a PhD student at the University of Pretoria's Department of Information Science. Prof. M Holmner and Dr. M van Deventer are my PhD thesis supervisors. My research is titled "A risk-focused social media governance paradigm for Africa academic libraries". The goal of my research is to develop a comprehensive risk-focused social media governance framework for academic libraries in Africa. The investigations focus on the role of risk management within a broad social media governance framework. This necessitates an understanding of: (a) how academic libraries are currently implementing social media platforms; (b) the challenges associated with using these technologies, as well as (c) the associated risks in the academic library setting; and (d) how academic libraries are currently managing the challenges and risks of social media. Furthermore, after the above is accomplished, a comprehensive risk-focused social media governance framework for South African academic libraries will be developed, which will aid academic libraries in reducing social media platform risk.

The focus group is the study's second round of data collection. The goal is to reach consensus on certain aspects found during the analysis of the questionnaire (first round data collection). The online questionnaire responses have been examined, and your help and participation in the focus group discussion is essential to clarify issues discovered during the study.

SECTION 2: Focus group ground rules

Today's focus group rules are as follows:

- Please be aware that the discussion participation is confidential. You may not share 'who said what'.

- The researcher will make a statement or ask a question to start the conversation. There are no right or wrong answers. All contributions will be recorded and considered. All participants' viewpoints should be respected.
- Please raise your hand by clicking on the hand icon if you wish to contribute to the discussion.
- The researcher will acknowledge the hands and provide each participant an opportunity to provide feedback in the order in which the hands are raised.
- Please allow each respondent to provide input without interruptions.
- To allow clear communication please mute all microphones when you are not providing input
- The group will go on to the following question when we have reached agreement.
- If you have a question or a comment while the debate is still going on, please use the chat function on the right-hand side of the screen.
- The chat-messages will be addressed at regular intervals.
- There are 6 questions that need to be addressed.

Is there another rule that you would like me to add to this list?

Question 1:

The results of the online questionnaire analysis revealed that the 3 highest social media risks are related to (a) reputation, (b) content and (c) compliance risks for academic libraries. Would you agree that these are the only important risks, or are there others that are equally important?

Question 2

During the investigation, it was discovered that a majority of libraries do not formally implement social media risk management. What suggestions do you have for improving social media risk management?

Question 3

Forty-five (45)% of the online questionnaire participants indicated that social media objectives are not included in the academic library strategic, operational, or sectional plans or projects. How should this be addressed?

Question 4:

While conducting the literature review for this research it was found that some of the social media challenges in academic libraries are related to *privacy, ethical use and security, network, bandwidth, internet access, technical facilities, finances and budget and language*. However, these challenges were not identified by the online questionnaire participants. Why do you think were these challenges not included as challenges?

Question 5:

A vast number of recommendations were gathered to improve the academic library's social media strategy. These suggestions were organised into broader categories. Please have a look at the list of categories. Please make use of the chat facility and indicate which of these recommendations would be the top three areas to focus on if we wish to address social media risks in academic libraries?

Which three of these focus areas need attention first?

Social media monitoring and evaluation
Performance Management (KPAs for social media)
Integration
Responsibilities (staff)
Policy
Annual plans and social media plans
Social media strategy and strategic use
Dedicated and skilled staff
Social media training

Question 6:

What questions would you like to ask?

General

Are there any other comments?

APPENDIX E: ETHICAL CLEARANCE CERTIFICATE



Faculty of Engineering, Built Environment and Information Technology

Fakulteit Ingenieurswese, Bou-omgewing en
Inligtingstechnologie / Lefapha la Boetšhenere,
Tikologo ya Kago le Thaknotšhi ya Tshedimošo

2 February 2022

Reference number: EBIT/108/2021

Mrs JA de Wee
Department: Information Science
University of Pretoria
Pretoria
0083

Dear Mrs JA de Wee,

FACULTY COMMITTEE FOR RESEARCH ETHICS AND INTEGRITY

Your recent application to the EBIT Research Ethics Committee refers.

Approval is granted for the application with reference number that appears above.

1. This means that the research project entitled "A risk focused social media governance framework for South African academic libraries" has been approved as submitted. It is important to note what approval implies. This is expanded on in the points that follow.
2. This approval does not imply that the researcher, student or lecturer is relieved of any accountability in terms of the Code of Ethics for Scholarly Activities of the University of Pretoria, or the Policy and Procedures for Responsible Research of the University of Pretoria. These documents are available on the website of the EBIT Research Ethics Committee.
3. If action is taken beyond the approved application, approval is withdrawn automatically.
4. According to the regulations, any relevant problem arising from the study or research methodology as well as any amendments or changes, must be brought to the attention of the EBIT Research Ethics Office.
5. The Committee must be notified on completion of the project.

Modifications required When submitting a revised application, please include a cover letter that indicates point by point how each comment was addressed (with reference to the application form and/or documents provided). Original application can be downloaded and make changes. Changes to the application should also be highlighted in yellow with the highlighting tool of Word), not in track changes. Only PDF is to be submitted and not in Word doc. If any revised version of a specific document is submitted, the previous version needs to be removed. Reviewer 1: The applicant to please clarify or add details on the following statement: Participants will be solicited using social media and the listserves of SCECSAL Standing Conference of Eastern, Central, and Southern African Library and Information Associations (SCECSAL). 1. It is understood by " participants will be solicited using the listserv of SCECSAL that the applicant will place an advert/invitation to participate in the study on the mailing list of SCECSAL - is this correct? 2. Applicant to clarify the proposed approached of soliciting participants via social media. Will the participant a) place an advert/invitation on her personal social media pages inviting interested people to participate in the study and those people that see her post and are interested can then respond to her OR b) Will the applicant be sending messages (e.g. direct messages) to social media users requesting them to participate? Clarification on how participants will be recruited via social media is requested.

The Committee wishes you every success with the research project.

APPENDIX F: EDITORS CERTIFICATE

TO WHOM IT MAY CONCERN

I, the undersigned, hereby confirm my involvement in respect of the language and academic editing, technical compliance, text redaction and research methodology compatibility check for the doctoral thesis of Mrs Janice Angeline De Wee (Student Number: 99057639), submitted to me as part of her fulfilment of the requirement for the Doctor of Philosophy (PhD) in Information Science degree registered with the University of Pretoria, and entitled:

A risk focused social media governance framework for African academic libraries,

Supervised by: Prof M. Holmner, and

Co-supervised by: Dr M. van Deventer

As an independent academic editor, I attest that all possible means have been expended to ensure the final draft of Mrs J.A. De Wee's thesis manuscript reflects both acceptable research methodology practices and language control standards expected of postgraduate research studies at her academic level.

In compliance with expected ethical requirements in research, I have further undertaken to keep all aspects of Mrs J.A. De Wee's study confidential, and as her own individual initiative.

Sincerely,

T.J. Mkhonto

BA Ed: North-West University, Mahikeng (1985)

MEd: School Administration; University of Massachusetts-at-Boston, USA, Harbor Campus (1987)

DTech: Higher Education Curriculum Policy Reform, Design & Management; University of Johannesburg (2008)

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Signed: _____



Dr T.J. Mkhonto

Independent Academic Editor

Date: 30 April 2024

dd/mm/yyyy



Tbamba J Mkhonto
Associate Member

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