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Degree project

The Use of Social Media Sites by University Library Staff to Facilitate Undergraduate Students



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Abstract

This qualitative study aims to investigate the use of social media sites by university library staff to facilitate undergraduate students. Two Greek academic libraries were examined and the specific social media investigated was Facebook since it was the only common social media to both libraries. The method that was used was the interpretive method in order to gain better insight of students' perceptions, motivations and request their suggestions regarding the use of social media by academic libraries. More specifically, twelve undergraduate students were interviewed and then the results were analyzed via Thematic Analysis.

The results of this research showed that students appreciate the existence of their library's Facebook page as an informational tool. On the other hand, improvements should be made regarding its use as a communication tool. Benefits, such as time gain, the ability to get in touch with new people, job opportunities, and reminders of important educational programs (Erasmus), were acknowledged by all students. Moreover, interesting suggestions were made, such as to increase the availability of open access books, the use of cameras for communicating with librarians via Facebook, and an increase in the number of photos of books. Other ideas were the ability to see the availability of books in the library, the ability to borrow them electronically, and the creation of a Facebook group to discuss common interests with other students.

Keywords

Academic Libraries, Facebook, Social Media, Social Networking Sites, education, academic needs, Agricultural University (AUA), University of Piraeus (UNIP), undergraduate students, qualitative, Thematic Analysis, Interviews

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List of Abbreviations

AUA	Agricultural University of Athens
Fb	Facebook
SNS	Social Networking Sites
UNIPI	University of Piraeus
TA	Thematic Analysis
TEI	Technological Educational Institution

1. Introduction

This chapter introduces the background of social media and social networking sites. Then the related studies and the problem discussion which are presented lead to the purpose and research questions of this study. The chapter concludes with the topic justification, the scope and limitations of this research as well as the structure of the thesis.

1.1 Background

Nowadays, there is a great interest in how the Internet and computers can be combined so as to provide higher quality of social communication. The evolution of social media and social networking sites is undeniably one of the most impressive aspects of the internet in recent years. Social media enable human relationships through technology. In other words, social media are the media for social interaction (Canty, 2013). Moreover, social media can be used everywhere from education to business and various other fields. The last decade has seen an increase in the rise of social media sites like Facebook, LinkedIn and Twitter which enable members to share information about themselves, photos and video and to connect to other members of the website (Pfeil, Arjan and Zaphiris, 2009). A late 2012 study by the Pew Research Center found that 67% of Internet users use some form of social networking site (SNS), with the percentage rising to 83% for users aged 18-29 (Duggan and Brenner, 2013).

Social media have started to be used in libraries too because they could not remain inactive in front of such technological developments. Various kinds of libraries (academic, public, municipal) started, both abroad and in Greece, to adopt social network services and to experiment with them, always aiming at a better information service to satisfy the needs of users. More specifically, libraries began to develop personal Facebook pages in order to better serve users' information needs and also to communicate and promote their services as well as their activities to users (Gogkou and Vasilakaki, 2013).

Many university libraries now keep their students up-to-date on new acquisitions, upcoming workshops and classes, and changes to opening hours via social networking sites, such as Facebook and Twitter. Students who add their university library to their Facebook or Twitter receive these updates as part of their newsfeed (AUSSE). Moreover, libraries can invite students to take part in training sessions, to inform them of new and existing print and online resources, and update the university community on any new developments that there are in the library via the social networking sites (Beard, 2015). According to Gensler (2016, p.2) "*in a digital age, students see the library as an essential part of their college experience, and see this role continuing as they look to the future*". Dickenson (2006) notes in one of his surveys that the library has supported undergraduate students by providing them with essential skills which support their research papers, projects, and presentation. However, there was a lack of academic journals in the library and students' needs were not covered fully. It is important for students to have access to different formats and types of information, including textbooks, journals, and e-books. Libraries need to understand this need and acquire relevant information sources regularly so as to satisfy it (Iwara, 2015). This can be achieved with the assistance of social media. Tsoni, Sipsas and Pagge (2015) states that students are of the opinion that Facebook can motivate them to study.

According to Fernandez (2009, p.37) *“the use of social media in libraries is one form of relationship marketing that has the potential to pay great dividends in the form of user loyalty; they create an atmosphere in which library users are connected with librarians. Libraries are not just about tangible objects; they are also about people”*. However, the other side of the coin is that some believe that libraries no longer need to exist as we can find everything online. According to Weiss (2017) traditional libraries are characterized as “large brick-and-mortar” and they are made to serve a specific set of people, defined by specific criteria such as geography or intellectual discipline, so we would be better to use digitized sources which can be found online. Such statements have been written from others too such as Bennett et al (2005, p.2) who stated that *“Once students had the option of using their computers anywhere on campus - in their residence halls, at the local cyber café, or under a shady tree in the quad - why would they need to go to the library?”* Moreover, according to Sadeh (2007, p.307) *“Despite the quality of information that libraries provide, libraries are not as convenient and easy to use as the new web tools and environment. The changing environment makes library service tools seem outdated and less satisfying to users”*. Crawford and Gorman (1995) on the other hand argue that libraries are the places where recorded knowledge and meaningful information is preserved, while the web provides access to unfiltered information. Based on my experience, as a student and now as a librarian, libraries are not useless buildings of knowledge but they are an important part of education as they have a vast amount of printed material which cannot be replaced by the Internet and also hundreds of valid online academic sources for free and, with the help of social media, libraries can offer a great many things to students and to education as well.

Furthermore, *“the two-way communication afforded by social media will go a long way toward creating libraries that are constantly evolving in tandem with their users' changing needs and expectations. Social media have the potential for information users and information providers to achieve a win-win relationship”* (Fernandez, 2009, p.37). As Chu and Meulemans (2008) noted, students prefer chat and other technologies because of their high speed and their convenience - they are “already online”. And Moyo (2004, p. 221) agreed, *“Users prefer convenient, easy - to use information media, and technology that is easily available, requiring skills that they currently possess”*. According to Charnigo and Barnett (2007) libraries have not yet understood that they need to provide different services and programs to the users and that is why they fail to change. If they adopt popular internet services, such as Facebook they will attract a large number of new users and they will also communicate better with them.

It is of vital importance to be aware, in this new technological era in which we live, that there is a great need for accurate free information and knowledge. According to Kandiko (2013) students in the UK expect their learning environment to meet clear benchmarks across the academic area (lecturers' knowledge and attitude towards students). Facilities and resources are central in the UK; if the institution is unable to effectively provide the environment in which the student can learn, it appears to be seen as failing in its mandate. Students increasingly reflect negatively on failures to meet their expectations. Moreover, they *“are losing already limited access to core academic research – research essential to a complete education. As a student, it's no secret that academic journals are crucial to our research, our papers, and our understanding of both fine details and the larger, overall picture of everything we study. Yet, students often run into access barriers while trying to do research, forcing us to settle for what we can get access to, rather than what we need most”* (Sparc, 2007, p.1). Additionally, according to Arif and Mahmood (2010) as cited on Khan et al (2014) the

majority of users of the Allama Iqbal Open University are not satisfied with their University library collection, online databases, virtual reference services, and journals related to subjects. According to Murad et al (2016) doctoral and research students face problems concerning the use of useful resources because of the lack of subscription license and access authentication. That is why they are more and more dependent on secondary research resources.

Facebook, as one of the most popular SNS nowadays, can effectively be used by academic libraries so to support students in their studies and, in addition, inform them of new academic resources and programs that they can take part in. Some of the considerable advantages of Facebook for academic libraries according to Kumar (2015) are:

- 1) Facebook can work as a tool for interaction among the students and teachers.
- 2) Facebook works as a tool to mobilize the Academic library services among the younger generation of Academic Library Professionals.
- 3) To make the users aware of new arrivals of the Academic library notices have to be made, in the same way, Facebook also shows new information in the form of notification.
- 4) Facebook helps students or research scholars to develop practical research skills that they need in a world where knowledge construction and dissemination make increasing use of online information networks.

Social media in academic libraries do have considerable benefits that students can take advantage of. Some of them according to Kumar (2015) are the improvement of innovation and learning, the opportunity to accelerate knowledge flow across functional and organizational boundaries, remote access as well as information flexibility for the users, and also the increase in the efficiency and effectiveness of existing, formal communication channels. More specifically, Facebook, as an SNS that is mostly used for social communication and interaction, can be a great tool for academic libraries as through it students who have 'liked' or follow library Facebook pages can get information directly about the new arrival of academic resources at the library or about various activities in which they can participate. This process is very simple as they can see the library notifications on their wall whenever their library uploads a new post or someone 'likes' a library's post.

This study has examined the use of social media sites by university library staff to facilitate undergraduate students has been investigated in order to establish whether their academic needs are satisfied. By "academic needs" I mean students' need of access to valuable academic resources, seminars, and conferences which are useful for their academic knowledge. Apart from having reference books, libraries facilitate the necessity of students to fulfil their academic needs by offering them valuable information and operating as an extra aid in their studies. The social media which I have chosen to focus on this research is Facebook. This is because Facebook is the most popular and most widely used SNS nowadays and, according to Statista, in April 2017 it ranked first of all the social networking sites with more than one billion registered accounts and it currently has 1.97 billion monthly active users. Moreover, Facebook is the only social media used by both of the libraries in this study. They both have

Facebook pages but have neither Instagram, Twitter nor any other social media to communicate with the students. The academic libraries whose Facebook pages have been examined in this research are those of the Agricultural University of Athens (AUA) and the University of Piraeus (UNIP), both in Greece. The research method that has been used is the qualitative one.

1.2 Related Studies

Certain studies regarding Facebook and libraries are listed in the bibliography. Some of these studies focus on the librarians' views and the others on the users' views.

Calvi, Cassella and Nuijten (2010) investigated the use of Facebook by twelve selected academic libraries. Their research focused on the FB page developed by each library (number of pictures or videos, number of fans, links to social software), the kind of updates present (i.e. via blogs, newsfeeds or fans updates), the possible use of the Facebook wall (by whom, and how frequently), the presence of library applications or tools, the presence of information other than library-related information (i.e., links to external events or to possible sponsors), and whether the FB page is used for library employees' communication or announcements. The method which has been used is the qualitative one. The results of this study were the following:

- Among the FB elements present on the library pages, the only one that is truly active is the wall.
- Wall activity is limited to an average of a couple of postings per day, in the best cases. The wall is used to post information on new library activities, changes in the opening hours, availability of study rooms and in one instance to promote a new collection. Very few of the postings are posted by the public. That the wall is active is thanks to the librarians' activity.
- Women are more active than men on the library walls.
- The FB pages are not used to promote external events and only rarely for internal communication by employees.
- Most FB library pages include some library applications (e.g., OPAC or database search, JSTOR, book advice, etc.), but, again, the most expensive offer of library tools applies only to the bigger libraries.

The results showed that Facebook itself was used rather poorly, i.e., mainly to promote events or to show pictures of past events. However, what was really interesting was the fidelity issue associated with these institutions: the Facebook pages of the cultural institutions were visited by many serendipitous users, but there were very few regular and faithful ones.

Charnigo and Barnett (2007) conducted a survey of 126 academic librarians. The aim of the survey was to understand the academic librarians' knowledge of Facebook use on campus as well as the potential it has to be used as an academic resource. When librarians were asked to describe their observations of student use of library computers to access Facebook, 56 percent of those surveyed checked "rarely to never". Only 20

percent indicated “most of the time” to “all of the time”. However, it is important to remember that only sixty individuals could verify that their institutions are registered on Facebook. Moreover, when academic librarians were asked if Facebook serves any academic purpose, 54 percent of those surveyed indicated that it does not, while 34 percent were “not sure”. Twelve percent of the librarians identified academic potential or possible benefits of the site.

Jacobson (2011) surveyed the perceived use of library Facebook pages as viewed by librarians with actual library Facebook pages. The method that had been used for the data collection was observation. Twelve library Facebook pages were selected to be analyzed. Then these libraries were divided into 6 categories of which 2 libraries (from separate categories) were selected to be observed, in order to do a balanced analysis of libraries. The results showed that many libraries were using Facebook primarily as a marketing tool, and it may be valid to assert that this is currently the best use in the library realm. However, uses for communication from patrons or “fans”, communicating library needs, and as a forum/discussion space for users may not be an ideal use.

Another study based on the use of Facebook by libraries is that of Mathews (2006). This research examined the effectiveness of Facebook as an outreach tool from the perspective of students. Mathews’ work describes the author’s experience in contacting students via Facebook and the results of his “friend requests”. The author found that it helped in “promoting the library” and prompted some questions about library resources. The author suggests the use of Facebook as an outreach tool to connect with students and encourages other libraries “to do the same”.

Connell’s study (2009) focused on the thoughts of Valparaiso University freshmen concerning the use of Facebook and MySpace as a tooling approach by librarians. According to the results, 17% argued that they would become ‘friends’ with the libraries if aware of their existence, while the largest percentage (58%) would accept a ‘friend request’ from a library only if the library sent them a request, and 25% claimed that it would not add them at all. The majority, however, of students were familiar with the updates from the libraries through social networks. Connell (2009) concludes that in all case, the libraries must be careful in the use of social networks in order not to trample on the privacy of their users.

Bietila, Bloechl and Edwards (2009) as cited in Sack, Eckel and Langan (2011) conducted an online survey and personal interviews with students at George Washington University to ascertain how they used sites like Facebook and how they felt about librarians and their faculty having Facebook pages. Most of the students interviewed reported that their academic use of Facebook was negligible and at most dealt with the day-to-day logistical details of classes. In addition, students showed a great deal of ambivalence regarding librarians on Facebook, with survey responses split mostly down the middle between discomfort or uncertainty (48%) and comfort (52%). Interestingly, students displayed more discomfort with faculty than with librarians on Facebook, perhaps due to the power instructors have over students’ grades.

One more study is that of Karagiorgou and Vasilakaki (2012) who aimed to investigate users’ perceptions regarding Greek academic libraries’ pages in social networks and specifically Facebook. Questionnaires were distributed to 90 students of Library Science and Information systems at the Technological Educational Institute (TEI) of

Athens so as to collect their study data and they followed the quantitative research method. The results showed that the 59% of the sample were not aware that their Academic library had a personal page on Facebook. From the remaining 41%, 77% had not added them to their personal page on Facebook. The reasons were mainly that they did not care to add the Academic Library to their personal page. The reasons that the rest (23%) of respondents had added the personal page of academic libraries to their own personal Facebook page were varied. The need for information on the functioning concentration 25%, services 18% and activities of the library 18%.

Tsoni, Sipsas and Pange (2015) investigated the attitudes and views of 35 Greek undergraduate students of the School of Educational Sciences of the University of Ioannina about the use of Facebook in education. The data collection was made on a structured questionnaire consisting of closed and open questions. The research method which they followed was the quantitative one. The 88.6% of the sample were women, the majority of the participants (80%) were in their first year of study. 91.4% of the respondents used Facebook and 65.7% had used it for information on subjects related to their studies while the rest 34.3 had not used it for their studies yet.

Considering the large number of students that have Facebook and recognizing that there could be academic potential or possible benefits for the students if they are aware of the fact that Academic libraries have personal pages on Facebook and a library's Facebook page was thus properly used, it deemed important to investigate the current study. So, in this study the Facebook pages of Agricultural University of Athens (AUA), and Piraeus University (UNIPI) in Greece will be examined. This is because I want to gain insight regarding the use of social media sites by university library staff in order to facilitate undergraduate students.

1.3 Problem discussion

Knowing the new technological era that we live and the domination of social media, advancements should be made in order to contribute effectively to education. The library is the place where knowledge is kept and in collaboration with social media, great things can be done (Flanigan and Babchuk, 2015).

However, based on my experience as a student and then as a librarian, libraries in Greece are not used in the way that they should be by the students and their services need to be improved so that they can effectively support students' academic needs. According to Giannopoulou (2012) academic libraries should apply new and more effective mechanisms for informing the members of the University community, regarding the services provided and especially the new library members. They also need to organize more intensive training and user programs for the proper and efficient use of e-services.

There are low rates of use of electronics services by Greek academic libraries, as only 18% of students use them. The main reasons why respondents do not use e-services are the ignorance of the search method (68.3%) and 31.7% of them think that the interface environment is neither friendly nor easy-to-use (Skreta, Georgakopoulou and Karagianni, 2008). Moreover, according to Polihronopoulos (2017) 25.88% of undergraduate library users of the AUA in Greece do not use the electronic library

catalogue because they do not know how to use it. Shrestha (2008, p. 96) supports that *“most of the students do not get the formal orientation about their library, which means basically they do not know the resources available for them and the services they could get from the library”*. She also found in her research that the majority of students use Google instead of the library when they want to find information. Additionally, the same results were found in Jones’ research (2002); the majority of students used the Internet more than the library when have to conduct academic research.

Facebook, as one of the most popular social media sites nowadays, could possibly fill the gap in this case and connect students with libraries and more specifically with the academic resources, programs, and seminars to which they can have access.

The libraries in Greece have just started to use social media and SNS and this is therefore a new subject that has just started to be investigated. Of the various studies that have been done regarding social media and libraries most of them examine the views of the librarians. This study will examine students’ perceptions, motivations and desires regarding social media and libraries as a means to facilitate undergraduate studies and support their academic needs. It is important that this issue be investigated from the side of the users (students) and not that of the librarians because there will thus be valuable feedback from this research which will help improve the libraries’ services.

I have chosen Facebook to focus on, as it is one of the most popular social media nowadays and also both the libraries that have been examined have Facebook pages. The students that have been chosen for this research are undergraduates of the Agricultural University of Athens (AUA) and the University of Piraeus (UNIP), which are both in Greece. The reason I have chosen those two academic libraries, is because as a librarian, I have worked in both of these libraries and I wanted to investigate this issue in order to contribute to the improvement of their Facebook pages and as a result support the students’ academic needs.

1.4 Purpose Statement and Research Questions

The aim of this research is to examine the use of social media sites by university library staff to facilitate undergraduate students. More specifically, in this research, undergraduates’ academic needs will be investigated. “Academic needs” refers to the need of students to have access to valuable information. The libraries’ role is to provide not only reference books but also access for students to academic knowledge, which can be found in academic resources, seminars, and conferences, etc. It is for the very reason we must make access to these valid resources, seminars and conferences easier for the students by improving library Facebook pages. The purpose of this study was to discover how this could best be done by asking the students themselves. The social media which has been chosen is Facebook because it is one of the most popular social media networks nowadays and also both libraries that have been examined have Facebook pages.

These three research questions are the basis for this study:

- 1) How do students perceive the usage of academic libraries’ social media?

- 2) What motivates students to use their Library Facebook page?
- 3) According to students, what features, not already incorporated in their university library social media page, would better support their academic needs?

1.5 Topic Justification

It is evident that the role of academic libraries is changing rapidly and there is a great need to be closer to the students as their needs are changing in their desire for higher education. “A great deal of discussion, reflection and collaboration takes place outside the university’s learning management system on open social networks, blogs, wikis and YouTube. Students are creating their own personal learning environments using the tools and networks they prefer rather than the tools provided by the university” (Scandinavian Library Quarterly, 2012, p.16). One of the most popular social networking sites is Facebook, which was launched in 2004 and by 2007 had more than 21 million registered members generating 1.6 billion page views daily (Ellison, Steinfield and Lampe, 2007).

The reason for conducting this study derives from the need to show internationally the impact that the use of Facebook can have by facilitating undergraduate students and support their academic needs. I have chosen Facebook to focus on as it is one of the most popular and mostly widely used social media nowadays. It is also the only social media that the libraries of AUA and the UNIPI use to communicate with students. I made the decision to conduct this research, primarily because of my sector of studies. I am a librarian and I can see that “*libraries are an underutilized source of information*” (Fry and Herson, 1981, p.461).

What is more, libraries’ services should be improved and new ways need to be found to innovate and attract students to visit them. This study will hopefully contribute to the modernization of Greek libraries by improving the services accessible from Facebook and also by better understanding students’ academic needs. Students who are users of Facebook will definitely appreciate this effort and the improvement of library services and will therefore visit Facebook pages more frequently. In this way, this study will encourage interaction and communication between the libraries and students.

Another reason for conducting this study is because it will contribute positively to the literature of Facebook and libraries as well as to the field of Libraries and Information Science. Additionally, this research will assist in the promotion of libraries via social media and specifically Facebook. It is of the utmost importance to visit libraries and use their services. Libraries are the place where knowledge exists. Libraries are the cornerstones of civilization; without them we would be nothing. In libraries, knowledge is free and for everyone. There is no discrimination to knowledge and information. It is paramount that libraries be supported and manage to “survive” in this new technological era in which we live. Libraries have printed material which cannot be replaced by the Internet. Furthermore, they have valid academic sources, which are helpful for the students’ academic needs, while the Internet has unfiltered ones, which are often not valid. That is for the very reason we must make access to these valid resources easier for the students ie by improving library Facebook pages. The aim of this study was to discover how this could best be done by asking the students themselves.

The first aspect of this study involves how students perceive the usage of academic libraries' social media. What motivates them to use Facebook libraries pages then follows. The last aspect focuses on students' desires and what features, not already incorporated in their university library social media page, would better support their academic needs.

1.6 Scope and Limitations

The scope of this study was to investigate the use of social media sites by university library staff to facilitate undergraduate students. The research was conducted with the participation of undergraduate students' who use the electronic Facebook pages of the two Greek Academic Libraries (the Agricultural University of Athens and the University of Piraeus).

The limitations of this study are that only undergraduate students were interviewed and only twelve of them (six from each University). Additionally, another limitation is that only students who use the Facebook pages of these two academic libraries were interviewed. One more limitation is neither the librarians, nor the faculty or nor other users were studied. Moreover, only two academic libraries have been examined, not all of them. Another limitation is that both of the libraries that have been examined only use Facebook to communicate with the students and not any other social media. So, this study focuses on Facebook and no other social media (Twitter, YouTube etc).

1.7 Structure of the thesis

The rest of the thesis is organized within its five chapters as follows:

Chapter 2 - Literature Review

This chapter presents the literature review that this research is based on. More specifically, social media, social networking sites, Web 2.0, libraries and education are discussed in detail. This chapter ends with the motivation and the outline of the literature relevant to the study.

Chapter 3 – Methodology

In chapter three the philosophical tradition and the methodological approach that this study is based on are presented. Additionally, the research setting and the data collection procedure are described in detail. Then, there is the data analysis of this research and this chapter ends with the reliability and validity of this study and the ethical considerations.

Chapter 4 – Empirical Findings

In this chapter the empirical findings from the interviews are presented. Then the chapter ends with an overview of the empirical findings which are described in detail.

Chapter 5 – Discussion

In chapter five the findings of this research are thoroughly discussed based on the three research questions that they answer and also in relevance to other studies and existing literature.

Chapter 6 – Conclusion

In the final chapter, the conclusion of this study is presented. The contribution of this research, the reflections as well as the future research then follows.

2. Literature review

This chapter introduces a literature review of social media, social networking sites, Web 2.0, libraries and education. This literature is the base of this study and provides important insight. The chapter concludes with the motivation for the use of social media by libraries and the outline of literature relevant to the study.

The initial aim of the research was to investigate the use of social media sites by university library staff to facilitate undergraduate students. The international need to investigate this called for a review of the literature on social networking sites (SNS) and education. Furthermore, since the environment under study is the social media it was necessary to examine the literature in this field as well as the Internet services which are commonly associated with social media (sometimes referred to as Web 2.0) including blogs, wikis, social bookmarking, social network sites, status update services etc. The social media which I have focused on is Facebook.

All in all, the above mentioned concepts were selected because they are relevant to this research and are necessary to fully comprehend the subject area.

2.1 Social media - Web 2.0 and libraries

One of the most impressive aspects of the Internet nowadays is the increase of usage of social media and social networking sites and their popularity is undeniable. Twenty two percent of time spent online is spent on social media sites, or one in every four and a half minutes. Three quarters of global consumers who go online visit social media sites (Canty, 2013). *“The term social media refers to the wide range Internet - based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities. The kinds of Internet services commonly associated with social media (sometimes referred to as Web 2.0) include blogs, wikis, social bookmarking, social network sites, status update services, virtual world content etc.). These categories overlap to some degree. Twitter, for example, is a social network site as well as a status - update service. Likewise, users of a social network site Facebook can share photographs and media - sharing site Pinterest can follow other people”* (Akakandelwa, 2015, p.1).

It is undeniable that students nowadays use more and more Web 2.0 technologies such as blogs, twitter, podcasts, wikis, social network sites, virtual worlds, video sharing and photo sharing. They are crafting on-line lives that seamlessly meld with their off-line world. Indeed, the internet is playing a significant role both in students’ social and academic lives (Munoz, 2009). It seems that Web 2.0 technologies make the retrieval of information easier as well as enhance communication between students, who use these technologies to exchange their views and opinions.

Web 2.0 and social media applications are also highly valued for their ability to connect libraries with users who may be unaware of their existence. Mathews (2006) suggested libraries can create services that are more responsive and attunes to the changing needs of users. Sadeh (2007) argues implementing a Web 2.0 or social media presence is fundamental to remaining pertinent and meeting user expectations, particularly with younger users (Collins and Haase, 2012). According to Taylor and Francis (2014) the advantages of using social media for librarians and libraries are the low financial cost,

the little training, the promotion of libraries' services and the delivery of information to the library' users. Other advantages are the increase of engagement and interaction with library users, the gathering of feedback so as to enhance users' services, the enhancement of communication with the library as well as other departments and also the outreach activities through onward sharing, well beyond the institution itself, all help to build connections and reputation more broadly.

2.2 Social Networking Sites (SNS) – Facebook (Fb) and libraries

According to Boyd and Ellison (2007, p.2) *“we define social network sites as web-based services that allow individuals to (1) construct a public or semi-public page within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site”*. Moreover, according to Cauty (2013) social networking sites are applications which permit their members to serve dual roles as both the suppliers and the consumers of content. The exchange of a wide variety of media content such as film, photos, text or audio files among others are some of the benefits of SNS.

The social media which I have focused on is Facebook. Facebook is a Social Networking Site (SNS). In February 2004, Mark Zuckerberg, with the assistance of Andrew McCollum and Eduardo Saverin, created a website that would alter online social interaction forever (Crof, 2007). In 2006, Facebook was used by more than 2,000 United States colleges and it was the seventh most well-known site on the World Wide Web with respect to total page views (Ellison, Steinfield and Lampe, 2007). Facebook is world widely used *“to interact with people they already know offline or to meet new people. The online social network application analyzed in this article, Facebook, enables its users to present themselves in an online page, accumulate “friends” who can post comments on each other’s pages, and view each other’s pages. Facebook members can also join virtual groups based on common interests, see what classes they have in common, and learn each other’s hobbies, interests, musical tastes, and romantic relationship status through the pages”* (Ellison, Steinfield and Lampe, 2007, p.1). Facebook is a media for human interaction and its use by libraries and education too, may be useful in ways that we had not previously imagined.

In recent years, social networking sites (SNS) have become an integral part of the student culture of most American colleges and universities. In the study of Salaway, Caruso and Nelson (2008) as cited in Sacks, Eckel and Langan (2011) it was found that *“85.2% of college undergraduates use one or more SNSs, and of these, over 89% use Facebook. It has long been a goal of university libraries, and higher education in general, to «go to the students», or to offer resources and services in the media most commonly used by students. Therefore it is no surprise that more and more college and university libraries are embracing social networking sites as a tool to promote services, provide information, and even offer instruction”*. According to Suraweera (2011) SNS are highly significant for libraries today. The provision of news and information for users as well as recommended Internet resources, book reviews, new collections of books, entertainment for users, book discussions, and communication with the librarians are some of the benefits of SNS for both libraries and users. In this way, Facebook can be a valuable media for both library professionals and users. In this study, I conducted

research investigating the use of social media sites by university library staff to facilitate undergraduate students.

2.3 Education and Social Media

Over the last few years there has been a substantial increase in the use of Social media, not only by the working people but also by the students, in other words, the entire educational society. (Raut and Patil, 2016). Some authors have found that teachers of higher-education should recognize the importance of using social media tools that meet connectivity requirements of today's digital era. They suggest that teachers should find new strategies and tools for teaching and capturing students' imaginations. On social networking platforms, users interact with others, and they establish social relationships by exchanging personal experiences within communities of people with similar interests (Kramer, Gamez and Santillan, 2015).

According to Ktoridou, Stavrides and Michaelidis (2012, p.366) "*Facebook has quickly become the favourite social network site of higher education students and an integral part of the "behind the scenes" higher education experience. Furthermore, 48%-50% of teenagers are active social networking users. Facebook's numerous features such as email, bulletin boards, instant messaging, video and picture posting and applications download supplement serve the educational function of enabling communication, collaboration and sharing between students and faculty*".

2.4 Motivations for the use of social media by libraries

Libraries have various motives for using social media. Generally, Social Networking Sites are used in different aspects of our lives. One aspect is the use of social media and SNS by companies. Research have proved that both social media and SNS are important for companies which want to promote their products or contact customers as well as use them for marketing purposes. Another aspect is the retrieval of useful information and for younger generations social media is an integral part of their social life (Hallikainen, 2014). Similarly, libraries can use SNS to facilitate undergraduate studies and support students' academic needs.

It is for this very reason that SNS have started to be used by university libraries. According to Sacks, Eckel and Langan (2011) Edwards, in 2009, conducted an online survey and personal interviews with students at George Washington University to examine the use of Facebook by students and their feelings about librarians and their faculty having Facebook profiles. The majority reported that their academic use of Facebook was negligible and at most dealt with the day-to-day logistical details of classes. Griesemer's study (2014, p.9) showed that "*the first class meeting found only 3 of eighteen (~17%) students had used either wikis or a social networking site in a college course previously, and none had used Twitter. By the end of the course all students had used wikis, social networking sites, RSS, social bookmarking, and Twitter as part of the course. In addition, each project team incorporated the use of online photograph galleries and audio/video casting techniques in their course research presentations*". This suggests that it is at this stage of their lives, as they explore

internet usage, they can be encouraged to use various social networking sites and benefit from them.

All these previous studies have given important insight into the use of social media in different aspects in our lives. The fact that social media are used by companies is important because, in this way, they can be used by libraries too. As social media is a medium for interaction with customers in order to promote their products and services, so too can it be used by libraries as a medium for interaction with students. Technological advancements such as Facebook could be a benefit for both libraries and students because, by using it, libraries will be able to attract the users more easily and will keep them informed of academic resources, seminars, new arrangements and any other information or service they offer and students will have easy access to academic knowledge.

2.5 Outline of Literature Relevance to the study

Overall, the literature review presented above is closely related to this subject of research. The aspects presented in Figure 1 are the ones on which this study will concentrate in order to examine the use of social media sites by university library staff to facilitate undergraduate students. Aspects such as social media, Web 2.0, SNS, Facebook, libraries and education are investigated in detail in this research so as to gain insight into this field of this study.

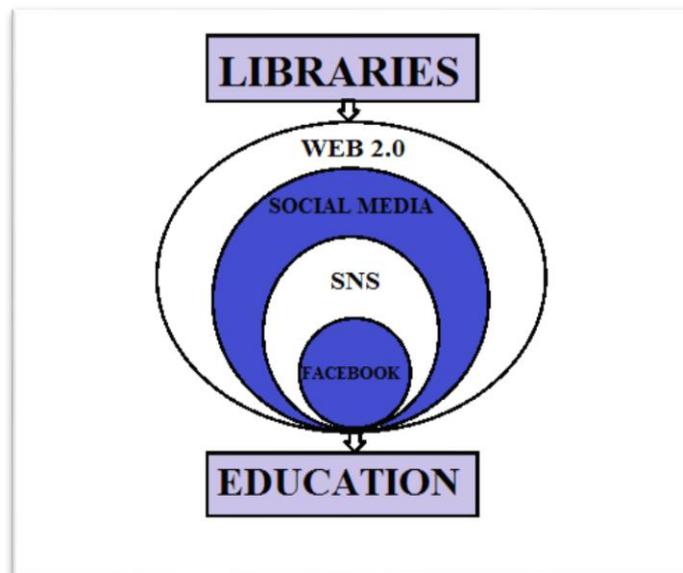


Figure 1 Framework of concepts adopted in the study

3. Methodology

The philosophical tradition and methodological approach on which this study is based is presented in this chapter. Moreover, the research setting there and the data collection procedure are described in detail. The data analysis follows and this chapter ends with reliability and validity of this study and the ethical considerations.

3.1 Philosophical Tradition

According to Orlikowski and Baroudi (1991), in the field of Information Systems, there are three philosophical traditions or paradigms (positivist, interpretive and critical) which rely on different epistemological assumptions, based on knowledge acquisition which focuses firstly on the understanding of knowledge and secondly how valid knowledge can be obtained (Hirschheim, 2008), and ontological assumptions, which have to do with the essence of the world in which we live and the reality (objective or subjective) that the researchers choose to look at (Orlikowski and Baroudi, 1991).

The three paradigms, according to Myers (1997), which rely on different epistemological and ontological assumptions, are those below:

- Positivism assumes that reality is objective and can be described by measurable properties which are independent of the observer (researcher) and his or her instruments. Positivist studies generally attempt to test theory, in an attempt to increase the predictive understanding of phenomena.
- Interpretivism starts out with the assumption that access to reality (given or socially constructed) is only through social constructions such as language, consciousness and shared meanings. The philosophical base of interpretive research is hermeneutics and phenomenology. Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them and interpretive methods of research in IS are aimed at producing an understanding of the context of the information system, and the process whereby the information system influences and is influenced by the context. Interpretive research does not predefine dependent and independent variables, but focuses on the full complexity of human sense making as the situation emerges.
- The critical paradigm assumes that social reality is historically constituted and that it is produced and reproduced by people. Although people can consciously act to change their social and economic circumstances, critical researchers recognize that their ability to do so is constrained by various forms of social, cultural and political domination. The main task of critical research is seen as being one of social critique, whereby the restrictive and alienating conditions of the status quo are brought to light. Critical research focuses on the oppositions, conflicts and contradictions in contemporary society, and seeks to be emancipatory.

The philosophical position that this research draws on is the *interpretive paradigm*, as the objective is to attain a deeper understanding of how undergraduate students use the social media sites of academic libraries as a means to support their academic needs. “*Interpretive methods of research adopt the position that our knowledge of reality is a social construction by human actors*” (Sahay and Walsham, 1995, p.112). The interpretive paradigm is the most suitable for me because it reflects that reality is

socially constructed and attempts to understand phenomena through the meanings that people assign to them.

So, through the interpretive paradigm I will try to understand the meaning of the answers that the undergraduates I am going to interview give to me by analyzing them. Their views, experiences and thoughts will be interpreted so that I will have more knowledge regarding their perceptions of the libraries' Facebook pages.

3.2 Methodological Approach

According to Myers (1997), qualitative and quantitative research methods are two of the most common research methods that can be used when research is conducted.

Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. Some examples of qualitative methods are action research, case study research and ethnography. Observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, the researcher's impressions and reactions are included in qualitative data sources. Moreover, one characteristic of most qualitative data is that they are non-numeric, non-measurable and they are complex.

Quantitative research methods, on the other hand, were originally developed in the natural sciences to study natural phenomena. Survey methods, laboratory experiments, formal methods and numerical methods such as mathematical modelling, are some examples of quantitative methods.

Since the purpose of this study is to gain a deeper understanding of the use of social media sites by university library staff to facilitate undergraduate students, qualitative research is the ideal method to use. By the application of qualitative research methods, there will be the opportunity to obtain valuable feedback which will then help us to become aware of the impressions and needs of the students. This will assist libraries to improve their Facebook pages so that students will access them more for their academic needs. More specifically, the views of twelve different people regarding Greek Academic Libraries' pages on Facebook are going to be analyzed.

3.3 Research setting

The research setting was two Greek academic libraries, namely the Library of Agricultural University (AUA) and Library of Piraeus University, and concerned their Facebook pages.

3.3.1 Library of Agricultural University and its page on Facebook

The library of the Agricultural University (AUA) was founded by Royal Decree on 13th May 1945. Since 1997 it has been housed in a new building and has enhanced its services contributing greatly to the educational and research activities of the AUA community. The Library of the AUA is a centre of collection, processing and dissemination of information and aims to serve and support the educational, scientific

and research activities of the University. (AUA Library, 2017). Only the members of the academic community (i.e. - Teaching / Research Staff, Special and Laboratory Teaching Staff, Special Technical Laboratory Staff, undergraduate/post-graduate students and administrative staff) are eligible to borrow the library material and access its services. To this effect, members are required to show their academic identification to the librarians.

The library's collection consists of books, databases, PhD dissertations and masters' theses, audio-visual material, journals, statistical publications, maps and e-books. This collection of material can be found in the library and also in its online catalogue OPAC where the members can search and locate library material. The services that are provided by the library are lending, inter-library loans, article ordering, user training, material acquisition, online reference desk, virtual private network (VPN) service, services for users with disabilities and a wireless network. It should be mentioned that the library's activities are the same as those of other academic libraries in Greece.

The library of AUA also has a Facebook Page. The purpose of this page is inform people who follow it about library and its activities. This may relate to electronic or printed material availability as well as to new library services and of university activities. Everyone has access to this page if he/she likes the page (on Facebook). The AUA library page has a variety of posts informing users of various seminars, events, voluntary programs, and educational festivals and providing access to photographs and informative articles. The difference between library's web page and Facebook page is that the library's web page can be accessed from the University page whereas the library's Facebook page can be found on Facebook. One more difference is the content of these two pages. The AUA library web page is for the members of the University who desire to find library material and borrow it. They can see the title of the book, its location, the ISBN, its classification number, if it is available or not and, if so, how many copies of it are available. On the other hand, the AUA library Facebook page is for students who want information regarding the library's new collections, voluntary programs, seminars etc. that cannot be found in the library catalogue. They can also find other students of their University and get in contact with them so that they can discuss academic issues.

3.3.2 Library of Piraeus University and its page on Facebook

The library of Piraeus University was founded in 1949 as a study room. Since then, it has widened its aims and activities. The library's purpose is to support and promote the educational and research goals of the University of Piraeus (Hellenic Economic Library Network, 2016). The faculty, researchers, graduate and undergraduate students, the university staff as well as external partners of the University, library members, libraries, and the general public have free access to the services of the library if they have a Library Membership Card.

The collections of the library includes books and journals in printed and electronic formats, audio-visual material and CD-ROMS. This collection of material can be found in the library and also in its online catalogue where the members can search and locate library material. The services provided by the library are access to sources and materials (general and specialized information), lending, acquisition of material

and user training. It ought to be mentioned that the library's' activities are the same as those of other academic libraries in Greece.

The library of Piraeus University, has also a Facebook Page. The purpose of the library's Facebook page is to be able to access it easily (via Facebook) and to cover, support and promote the teaching-educational and research processes developed within the curricula of its departments at both undergraduate and postgraduate level and furthermore, by supporting the continuous development, to widen both the educational goals of the University Community and the social role of the University of Piraeus. Everyone has access to this page if he/she likes the page o Facebook. The Piraeus library website has a variety of posts that inform users of seminars and conferences and gives them access to various electronic databases, photographs, exhibitions, contests etc. The difference between library's web page and Facebook page is the same as those of the AUA.

3.4 Data Collection

I have applied the Interviews method, as it is a qualitative, interpretivist approach, appropriate for collecting data in order to understand students' perceptions and make sense of the answers that I got from them. More specifically, data was collected through semi-structured Interviews where the interviewees were asked to answer questions regarding their perceptions of libraries' Facebook pages (Appendix C and D). The interviews were conducted privately, face to face, at the time and place each person chose. The sample that I chose were twelve undergraduate students, six from each Academic Library (Piraeus and Agricultural Universities). In order to choose my sample, I spent one day in the library of AUA and one day in the UNIPI library. I asked about 25 undergraduates if they wanted to participate to my research and also I took into consideration if they had the specific criteria I was looking for (owners of a Facebook account, aged between 18 and 25 years old, who visit the library Facebook page). Some of them did not have the time or the criteria to participate in this research and in the end I managed to find 12 students for my sample. They were male and female students.

3.4.1 Interview process

In order to interview my participants, I made appointments which were convenient for them, at the time and place that they had chosen. All the interviews were conducted in person. They started on 3rd April 2017 and finished on 10th April 2017. The interviews were conducted in Greek and were all audio recorded as the participants had consented to that. The duration of the interviews varied from 20 to 30 minutes each.

The characteristics of all the interviewees are presented in Tables 3.1 and 3.2. It should be noted that their names have been changed to protect confidentiality.

It should also be noted that, regarding Greek Universities, degree courses last 4-6 years. Students must successfully pass the examinations of all the course subjects in order to attain their degree. This often involves retaking exams in subsequent years so studies can last significantly longer.

Table 3.1 Interviewees characteristics**Students of Piraeus University**

<i>Students</i>	<i>Level of study</i>	<i>Age</i>	<i>Number of library visits a month</i>	<i>Number of Fb visits a week</i>	<i>Interview date</i>	<i>Interview Duration</i>
Ermioni	3 rd year	21	7	3	3-4-2017	30 min
Markella	2 nd year	20	4	4	7-4-2017	25 min
Eirini	4 th year	22	6	4	7-4-2017	20 min
Nikos	3 rd year	21	6	5	8-4-2017	23 min
Dimitris	3 rd year	21	2	3	8-4-2017	29 min
Alexis	1 st year	19	5	4	9-4-2017	22 min

Table 3.2 Interviewees characteristics**Students of Agricultural University**

<i>Students</i>	<i>Level of study</i>	<i>Age</i>	<i>Number of library visits a month</i>	<i>Number of Fb visits a week</i>	<i>Interview date</i>	<i>Interview Duration</i>
Melina	2 nd year	20	6	4	3-4-2017	28 min
Eva	4 th year	22	5	5	5-4-2017	21 min
Nefeli	7 th year	25	4	3	6-4-2017	26 min
Liza	2 nd year	20	3	6	7-4-2017	30 min
Ahilleas	7 th year	25	5	3	10-4-2017	25 min
Giorgos	2 nd year	20	2	4	9-4-2017	23 min

Apart from the characteristics of the students (names, level of study, age) and the details of the interviews (interview date and interview duration), the number of library visits per month that each student makes, and the number of Facebook visits per week are also presented in Tables 3.1 and 3.2. It can be seen that the number of library visits per month varies from a minimum of twice to a maximum of 7 times. As far as the number of Facebook visits per week, it varies from a minimum of 3 times to a maximum of 6 times.

The Interview started with an explanation of the aim and objective of this research. Then, the consent form (Appendix A and B) was given to the interviewees and they were told to read all the terms and conditions carefully. After they had finished reading it and agreed to contribute to this research I reminded them that I was going to record them and I ensured them that all the information that I would collect would remain confidential for their protection of their privacy. Moreover, they were told that if they changed their mind regarding the interview and did not want to participate anymore, it would be accepted and respected. The form was signed by the participants; one copy was given to them and another was retained for the research.

In order to make them feel more comfortable and get to know them better, I started asking the interviewees general questions such as their names, age, their degree subject and also if they had a Facebook account. These questions made them to feel comfortable and they started to talk. The next questions that followed were relevant to this study. There were open-ended questions that required more than one word answers so the interviewees were free to talk. It should be noted that the interview questions were well-thought-out and were worked out after two brief interviews with two of the participants. I decided on these specific interview questions because they totally support the research questions of this study. The questions were about the preferences of students regarding library Facebook pages and suggestions they had to improve them. The questions also covered the activities the students perform through the library Facebook pages, which one they found more useful, and why. All these questions were relevant to the research questions as well as to the subject of study and provided useful feedback for this research.

We had interesting conversations. All the interviews were conducted successfully and the participants were willing to answer all of the questions (Appendix C and D).

3.4.2 Semi-Structured Interviews

Interviews are best suited for understanding people's perceptions and experiences. As Flick (2004) puts it: Practices are only accessible through observation; interviews and narratives merely make the accounts of practices accessible. According to Harrell and Bradley (2009, p.35) "*in semi-structured interviews a guide is used, with questions and topics that must be covered. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized, and probes may be provided to ensure that the researcher covers the correct material. This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided*".

For this reason, semi-structured interviews proved the best choice for this research as the aim was to investigate the use of social media sites by university library staff to facilitate undergraduate students. In my case, I had to deal with undergraduates (males and females) who had different perceptions regarding libraries and their Facebook pages, different habits as well as informational and communicational needs.

The interview guide included open-ended questions. According to Foddy (1993) as cited in Rega (2003, p.3) "*Open-ended questions allow the respondent to express an opinion without being influenced by the researcher*". This has several consequences for the quality of survey data. The advantages of the open-ended questions include the possibility of discovering the responses that individuals give spontaneously, and thus avoiding the bias that may result from suggesting responses to individuals, a bias which may occur in the case of close-ended questions. In this research, open-ended questions were the best choice, as the participants were free to answer frankly to the interview questions without being restricted or affected by any suggestions.

3.5 Data analysis

According to Lichtman's article "Making Meaning from your Data", (2013, p. 241) "*Qualitative research takes time to constantly review where you are in the research process; what you have accomplished, what you have not accomplished, what challenges you have overcome and what new challenges you may have to deal with in the future... Analyzing qualitative data is an entirely different matter. The data are not numerical. There are not agreed-upon ways of analyzing the data you have. And, whether you have a theoretical component to your research or not, you have the practical dilemma of doing something with the data*". This process is time consuming and a challenge by itself as the researcher must process the gathered data and analyze them carefully. Moreover, according to Lichtman (2013, p. 251) qualitative research is about "*how to move from raw data to meaningful concepts or themes*".

For the purposes of this qualitative research, I chose to use thematic analysis (TA). According to Clarke and Braun (2013) thematic analysis is essentially a method for identifying and analyzing patterns in qualitative data. As the authors suggest, thematic analysis because it is an easy and quick method to be learned, especially for new researchers.

There are six steps of thematic analysis for the data process according to Lichtman (2013, pp. 252-255), called the Three Cs of Data Analysis: Codes, Categories, and Concepts:

- 1) Initial coding. Going from the responses to summarising ideas from the responses

An initial code can be a word, a phrase, or the respondent's own words. You come to it by a careful reading of the text.

- 2) Revisiting initial coding

The focus is on removing redundancies, renaming synonyms, or clarifying terms.

- 3) Developing an initial list of categories

Now it is time to organize the codes into categories. Certain codes become major topics, while others can be grouped under a major topic and become subsets of that topic.

- 4) Modifying the initial list based on additional rereading

Some of the categories are less important than others, or two categories may be able to be combined.

- 5) Revisiting the categories and subcategories

The list of categories is revisited to see whether redundancies can be removed and critical elements identified. Some categories make more sense than others, depending on the purpose of the research.

6) Moving from categories to concepts

The final step in this process is to identify key concepts that reflect the meaning that has been attached to the collected data.

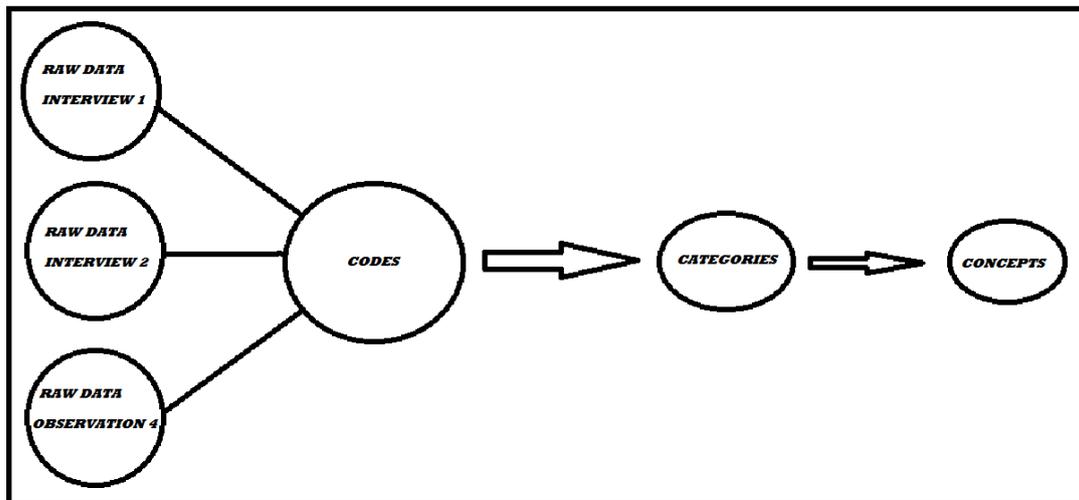


Figure 2 Three Cs of Data Analysis: Codes, Categories, Concepts (adapted from Lichtman, 2013, p. 252)

Figure 2, depicting the three Cs of Data Analysis according to Lichtman (2013), shows that we gather the raw data either from interviews or from observations and we find codes. After finding the codes, we convert them into categories and finally, through the categories, the concepts are recognized.

In the first part, the collected data, which was gathered through interviews, was analyzed using thematic analysis. Through a detailed and careful examination, the gathered data derived from my interviews themes were identified, analyzed and reported in order to provide insight into the undergraduates' perceptions, experiences and views regarding library Facebook pages. After this, the answers of the participants were examined and compared to reality in order to give some answers and suggestions regarding my research problem.

During the interviews, the answers were recorded using the audio recorder of my cellphone device. After finishing the interviews process, the first step was to type word for word all the gathered data that I had collected from my interviews. I used a Word processing program on my computer and named the file "Researcher's file". I then translated all the data into English, because the interviews had been conducted in Greek,

which is the native language in my country, Greece. The translation from Greek to English was especially challenging and the process incredibly time-consuming.

The first step was to read the transcribed, translated data carefully. After reading it several times, I used the “Comment function” in my Word processing program and I started finding initial codes in my transcribed data. I did this until I had finished reading it all.

The second step was to convert the initial codes I had found into categories. It was a challenging and time-consuming process. I thought long and hard about the initial established codes, how they related to each other, and the relationship between them and the categories. In the end, I decided on the final codes and how they related to the categories.

The third step was to modify the initial list of categories so as to recognize the important concepts or themes. I thought and rethought it carefully until I had decided on the relationship between the categories and themes. This resulted in a satisfactory set of themes which were established through the whole process that I had followed and then I started analyzing the data.

3.6 Reliability and Validity of the study

The trustworthiness of qualitative research is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Nevertheless, several writers on research methods, have demonstrated how qualitative researchers can incorporate measures that deal with these issues or have attempted to respond directly to the issues of validity and reliability in their own qualitative studies (Shenton, 2004).

In order to address these issues, Shenton’s constructs correspond to these following criteria:

Credibility

One of the key criteria addressed by positivist researchers is that of internal validity, in which they seek to ensure that their study measures or tests what is actually intended. Lincoln and Guba as cited in Shenton (2004, p.64) “*argue that ensuring credibility is one of most important factors in establishing trustworthiness*”. Credibility refers to the accuracy of the recording of the phenomena that has been examined. In this research, I established credibility by the careful selection of my participants. They are all undergraduates and users of the libraries page on Facebook. The sample consists of both men and women. Moreover, all participants participated voluntarily and they were free to leave the study if they desired to without giving any explanation. Additionally, different scientific sources which are mentioned in the references below were used to conduct this research and ensure that it is valid.

Dependability

According to Shenton (2004) in order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, whether or not the same results are achieved. The methodology, the methods and the research design should be included and explained as well. Thus, the research design may be viewed as a “prototype model”. Such in-depth coverage also allows the reader to assess the extent to which proper research practices have been followed. In my case, I applied dependability by describing in detail all the steps that I followed in this research.

Transferability

To allow transferability, Shenton (2004, p.63) notes that “*sufficient detail of the context of the fieldwork is necessary for a reader to be able to decide whether the prevailing environment is similar to another situation with which he or she is familiar and whether the findings can justifiably be applied to the other setting*”. Lincoln and Guba (1985) state that transferability, a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing (Trochim, 2006). In my case, transferability is made possible by describing the research context and the assumptions that were central to the research in detail. The person who wishes to “transfer” the results to a different context is then responsible for deciding how sensible the transfer is.

Confirmability

Patton (2002) associates objectivity in science with the use of instruments that are not dependent on human skill and perception. He recognises, however, the difficulty of ensuring real objectivity, since, as even tests and questionnaires are designed by humans, the intrusion of the researcher’s biases is inevitable. The concept of confirmability is the qualitative investigator’s comparable concern to objectivity. Here steps must be taken to help ensure, as far as possible, that the research findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher (Shenton, 2004). In this study, I tried to be objective from start to finish. I read the text several times so to be sure of the integrity of the interpretation. Additionally, readers can clearly see the analytic procedure of the interpretation and the way in which the codes were defined.

3.7 Ethical Considerations

My ethical considerations derived from the recommendations of Fouka and Mantzorou (2011, p.4) while conducting research. “*Ethics is rooted in the ancient Greek philosophical inquiry of moral life. It refers to a system of principles which can critically change previous considerations about choices and actions. It is said that ethics is the branch of philosophy which deals with the dynamics of decision making*

concerning what is right and wrong. Scientific research work, as all human activities, is governed by individual, community and social values. Research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research”.

The first ethical issue in my research was the “*informed consent*” which ensured that all the participants participated voluntarily and that their personal information will remain confidential. Moreover, my second ethical issue was the “*beneficence - Do not harm*” which means according to Fouka and Mantzorou (2011, p.5) that “*When a researcher tries to learn intimate details of the participants lives he has to deal with opening old wounds. Nonmalificence dictates both preventing intentional harm and minimizing potential harm. A researcher must consider all possible consequences of the research and balance the risks with proportionate benefit*”. The “*respect of anonymity and confidentiality*” were ensured. The data collected from the participants will remain secured and used only for the purpose of this study, without uncovering their identities. Last but not least, “*the respect of privacy*” is also of great significance and I am going to protect the personal information that the participants do not want to be published and respect their views.

In my case, the participants were ensured of anonymity, privacy and confidentiality when an informed consent form with all the details regarding my research was given to them. More specifically, their names were changed so as to protect confidentiality. Moreover, their participation was totally voluntary and if they changed their minds and did not want to participate anymore, they were free to leave the study without any explanations. Besides that, I ensured them that all the collected data will remain secured and will only be used for the purpose of this study. *Beneficence* was also taken into consideration in this research. I asked the participants if they were willing to let themselves be recorded this study and assured them that the recording will only be used for the purpose of this research.

4. Empirical Findings

This chapter includes the interviews 'empirical findings'. Then it follows the overview of the empirical findings which are described in detail.

This research presents the results of the study of the use of social media sites by university library staff to facilitate undergraduate students. The social media which has been examined is Facebook.

4.1 Interviews Empirical Findings

The collected data, following Lichtman's (2013) recommendations, were thoroughly examined and re-examined to identify reoccurring patterns of meaning. More specifically, the themes were extracted from the interviews of the students. This initial coding resulted in 31 codes. See Table 1 in Appendix E for details. These codes were then classified into 9 categories as explained in detail in Appendix E. This process enabled the derivation of themes, within which data analysis was then performed. All in all, four themes were identified:

- 1) A Facebook page as an informational tool, which contains the categories "Information about academic knowledge and activities" and "Advantages of Facebook library page as an informational tool".
- 2) A Facebook page as a communication tool, which contains the categories "Ways of communicating with the library" and "Disadvantages of Facebook page as a communication tool".
- 3) Benefits of library Facebook page use, which contains the categories "Time", "Strengthening social contacts" and "Being reminded of important things".
- 4) Possible utilities as motivators for Facebook page use, which contains the categories "Advancements in communication" and "Improvements regarding library material".

Each theme is presented below:

1) A Facebook page as an informational tool

The presence of libraries Facebook page as an informational tool was appreciated by all participants. Students pointed out that it is a great way to get informed regarding several subjects that they are interested in such as academic resources, conferences, events, voluntary programs, the timetable of the library, articles, educational programs, university announcements, business opportunities etc. They also agreed that it is an easy and valid way to do so and it is a trustworthy and useful source.

Ermioni stated that one of the reasons that she visits regularly UNUPI's Facebook library page is because it is a trustworthy and useful source and its posts are very interesting. In her own words, Ermioni said,

“I visit the UNUPI’s Facebook library page almost every day because I don’t want to miss any of the posts that are uploaded daily. I usually take a look at everything that has been uploaded on their page, especially the new educational programs, the university announcements, and also the academic resources. It is undeniably a trustworthy and useful source and helps me learn more about the academic world”.

Moreover, Nefeli mentioned that

“I like to be informed of the volunteer programs. When I was younger I used to go with my father to replant forests as volunteers. I remember that I wanted to plant little trees with him and when we had finished the program we were both satisfied. AUA’s library uploads posts regarding its participation in cleaning action campaigns. I want to go and help and I am sure that my father is proud of me”.

Another student said that there is plenty of information that one can find on UNUPI’s Library Facebook page and the most important for her is the library timetable.

Eirini stated that

“I am a bookworm! In my home we have a bookcase in each room full of books. I remember my mother and I used to visit the local library every weekend. I still love going to the library. So, it’s important for me to be aware of its timetable. If for example, it is closed earlier one day, I’d like to know beforehand. Thankfully, UNUPI’s Library Facebook page is updated regularly and always informs us in time of any changes”.

Additionally, most of the students of both the AUA and UNUPI stated that conferences and seminars are two of the main activities that someone can be informed of on the Library Facebook pages. Moreover, they stated that they find out about jobs and things that they would not have the chance to learn of at the University.

More specifically, Alexis stated that,

“I like participating in conferences or seminars. Apart from being interesting I also gain knowledge which can be used in my current CV and make me more competitive in my future job. I find it extremely useful. Moreover, the library’s Facebook page helps us to have a general idea about business and learn new things that we wouldn’t have the chance to learn of at University. UNUPI Library Facebook page informs us of all the relevant conferences/seminars”.

Another student showed her enthusiasm about conferences and she stated that she was lucky that she could see, through the Library Facebook page, the time, day and subject of the conference. More specifically Eva said:

“I remember that I had not gone to the University for almost two weeks. When I visited AUA Library Facebook page I saw a conference regarding the cultivation of the lupine flower and its multiple uses. The date and time were available and I could sign up on the library page. I was so happy that I didn’t have to go to the library to sign up and also that they had thought to upload this conference on their Facebook page. I love flowers and generally what I am studying and I don’t want to miss the chance of learning something about it. You know, there are also some things that you cannot learn in college. You have to search somewhere else, use other resources and see what is happens”.

Overall, by their answers, it is clearly understood that they see Library Facebook pages as informative tools which, apart from being extremely useful, cover their information needs. For this reason, they frequently visit them. Apart from this, students showed an appreciation of the fact that Library Facebook pages connect them with the academic world and they can broaden their knowledge by being informed of new things.

2) A Facebook page as a communication tool

In both (AUA and UNIPI) Library Facebook pages there is the capability of communication with the librarians via messages. Almost all the participants are aware of this and they have sent a message to the librarians at least once. When they asked if they prefer to contact libraries via Facebook or by being there some of their comments are as follows:

Giorgos from AUA University stated,

“I have sent a message to the librarian about 2 or 3 times via their Facebook library page. I mostly wanted to ask them about the availability of books so I could go to the library and take them. I had an answer about one hour later. It was a fast response and I was pleased by their direct service. Rather than going to the library and asking them, I prefer chatting with them via Facebook”.

Another student response, Dimitris, from UNIPI University was:

“I like to send messages to the librarians via their Facebook page. They respond almost immediately to my questions. I usually ask them about borrowing or returning books. They are always kind and willing to help and it’s a great way to communicate because it’s direct. I only go to the library to borrow a book otherwise I prefer using the Library Facebook page”.

However, some of the students stated that they were not pleased regarding the service and also the time that librarians took to respond to their messages. More specifically, Melina from AUA University said that,

“I have tried to communicate with the librarians twice with a message via their library Facebook page and I never received a reply. I remember that I was abroad and I had borrowed a book that I should have been returned to the library that day. So, I thought of sending them a message to inform them that I couldn’t come to the library that day and if I could keep the book for 5 days more. They never answered me back. That’s why I prefer going to the library instead of using the library Facebook page for communication”.

Another response regarding the time the librarians take to reply follows. Nikos from UNIPI University states that,

“I have sent a message to the librarians about twice asking them about the library opening hours or about a seminar that they had uploaded but they answered me 3 or 4 hours later so I was unable to go that time. I think that they do not respond directly due to their workload or mismanagement. So communication with them is difficult via the Library Facebook page and I prefer going to the library”.

Additionally, there were students who had never sent a message to the librarians. Some of their answers follow.

Ahilleas from AUA University said in his own words:

“No, I have never tried to send them a message. Why should I? Ok, many of the students do it but I prefer going to the library because I believe that I will have more direct communication with them and the service will be much better. Facebook is a satisfying communicational tool but it can’t compare to face to face conversation”.

Another student, Ermioni from UNIPI University stated,

“No, I have never sent a message to the librarians via the Library Facebook page. I think that they have other things to do and they are occupied with many people every day in the library so they will not have time to even check the Facebook page. I prefer going there directly and asking them what I want to ask. They will understand better what I mean because via Facebook communication, people often misinterpret your words ”.

By their overall responses it is understood that almost all of interviewees have used the libraries’ Facebook pages at least once. The reasons that they have used it is mostly to ask about the availability of books, the library opening hours, the deadlines of books to be returned etc. The majority of the users were not satisfied with the library Facebook page as a communication tool either because they had not had a quick enough reply or had not had an answer back. While there were some students who were satisfied with Facebook library page as a communication tool and prefer it in comparison to go to the library, there were other students who had not tried to communicate with the librarians at all via Facebook library page because they prefer going to the library for a better service.

3) Benefits of library Facebook page use

During the interview process and through the questions that my participants answered, they stated some benefits as far as the use of the library Facebook page is concerned. All of them recognized at least one benefit. Some of the responses follow.

Liza from AUA University stated that,

“I am a frequent user of the library Facebook page. Apart from finding all the information that I need in the library Facebook page regarding educational programs or seminars, I gain time by using it. If you think that I don’t have to go to the University, spending all this time waiting for the bus to come, it’s a benefit for me”.

Another student of UNIPI University, Markella, stated,

“The Library Facebook page is a convenience for me. Apart from saving valuable time by using it to become informed, I can find students from the UNIPI on this page and get in contact with them. I remember one time, I wanted to ask something regarding the program of my college and I saw the Facebook page of one of my colleagues (she had

liked an updated seminar at that specific time in the library page on Facebook). So, I added her on Facebook and got in touch with her. It's a way of communicating with people and brings you closer".

Moreover, some students agreed that they visited the library Facebook page for new job opportunities.

Achilles from AUA University said that,

"Although it does not happen on a regular basis, I have noticed that the library's Facebook page uploads job opportunities in Greece and also abroad. It's a fact that because of the economic crisis it's difficult to find a job these days. So, I take a look at the library Facebook page in case I see a new job opportunity. You never know what might happen".

Additionally, there were students that stated that they were informed of Erasmus programs via the library Facebook page.

More specifically, Dimitris from UNIPI said,

"I love travelling abroad. My dream is to travel around the world one day. The Erasmus program gives students the chance to study abroad and gain new knowledge, while meeting new people. The library Facebook page uploads announcements regarding this program that are not published anywhere else in our University. I think that this kind of advantage is important. Furthermore, we will be reminded about applying if we want to participate".

Overall, from their answers, participants recognized some benefits of using the library Facebook page. Some of them were the gain of time, to get in touch with new people, job opportunities and the reminding of important educational programs (Erasmus). Students from both universities found at least one reason which they found advantageous for visiting the page.

4) Possible utilities as motivators for Facebook page use

At the end of the interview I asked the participants to express freely their ideas and suggestions regarding activities that they would like to have available on their University Library Facebook pages. They all suggested several interesting ideas regarding the improvement of the page. Some of their responses follow.

Eirini from UNIPI University stated that,

"I'd like it to have collections of books available. Although there is a lot of information as far as the seminars, conferences, educational programs etc. are concerned, there are no collections of books available and that's a problem. It is supposed to be a library page so digital books which are open access are a must".

Another response of a student from AUA University, Melina, follows,

"Something I think would be very interesting is if there was a camera to talk live with the librarian via the library Facebook page. The communication would be more direct and faster if this were possible. However, I think that it's very difficult to do because there are not that many librarians in the library and they haven't much time to talk on camera via Facebook".

Some students pointed out their need to see the availability of books via the Facebook library page. Nikos from UNIPI said,

“I would like to be able to see the availability of the books without having to send a message to the librarian who gets loads of messages during the day and only has a few hours to answer back. So I would like to see the availability of the books. In addition, you cannot see the book collections. There are only photos of some of the books but not all of them”.

Liza from AUA University stated,

“Keeping books electronically and seeing the availability of the books, would be a great improvement for the library Facebook page. Also, it would be nice if there was a group of students on the library’s page with whom I could talk about our common interest in library books”.

Other students mentioned that apart from collections of open access books it would be interesting if there were more photographs of the library and its books.

Giorgos from AUA University said that,

“There could be more tempting photos of the library and its books to encourage students to read more. It is important to help them understand that books are a pleasant medium to pass your free time and they address your need for knowledge. The Library page would be far better if it had more photos”.

All in all, the ideas expressed by students were very interesting and gave me insight into their needs and what would motivate them to use their libraries’ Facebook pages. The ideas that were expressed were the need for available open access books, the use of a camera for communicating with librarians via Facebook, and an increase in the number of photos of the book collections. Other ideas were the need to see the availability of the books in their library, the ability to rent them electronically and also the creation of a Facebook group to discuss common interests.

4.2 Overview of Interview Empirical Findings

The thematic analysis of the interviews identified four themes in which relevant findings were grouped and summarized as follows:

Concerning the first theme of “A Facebook page as an informational tool”, the findings emerged that students were satisfied with their library Facebook pages as a tool to derive information. On the libraries’ Facebook pages they search for information regarding academic resources, conferences, events, voluntary programs, the opening hours of the library, articles, educational programs, university announcements, and business opportunities etc. They agreed that accessing library Facebook pages is an easy and valid way to search for information and that is why they trust it.

Concerning the second theme of “A Facebook page as a communication tool”, the findings revealed that most of the students have used the option of sending a message to the librarians via their library Facebook page, at least once. The majority were not satisfied with the service either because the librarians had not answered them back or

because they delayed answering their messages. Additionally, some of the participants had never tried to send a message to the librarians because they prefer to go straight to the library. So, the majority prefer to go to the library instead of messaging the librarians.

Concerning the third theme of “Benefits of library Facebook page use”, all students who participated in this study recognized one benefit of the Facebook libraries pages. Some of them claimed that they saved time by visiting the libraries’ Facebook pages instead of going straight to the actual libraries. Other students said that they enjoyed getting in touch with new people or that they kept informed of new job opportunities. Additionally, some students mentioned that their library Facebook page reminds them of the existence of the Erasmus program and the opportunity to apply for it, information that is not available in the University.

Concerning the fourth theme of “Possible utilities as motivators for Facebook page use”, it became evident that students desired some improvements to their library Facebook page. They expressed the need for open access books to be available from their library Facebook page. Moreover, students desired to have live conversations with the librarians via camera and more photographs of the book collection available. Additionally, the students wanted to be able to see the availability of books in the library and to be able to borrow them electronically via their Facebook page. They are also interested in the creation of a Facebook group to discuss common interests with other students.

An outline of the summary of the interview findings, within each theme, is presented in table 4.1. The four themes are listed in a column while next to each of them are placed the findings that correspond to each theme.

Table 4.1 Outline of the summary of interview findings per theme

<i>Themes</i>	<i>Findings</i>
<p>1. A Facebook page as an informational tool</p>	<ul style="list-style-type: none"> • Facebook libraries profiles favored for getting the students informed regarding academic resources, conferences, events, voluntary programs, the timetable of the library, articles, educational programs, university announcements, business opportunities etc. • Easy and valid way as an informational tool • A trustworthy source • Broadening their academic horizons
<p>2. A Facebook page as a communication tool</p>	<ul style="list-style-type: none"> • All the students are aware of the messaging option on Facebook so as to communicate with the librarians • No efficient use of the messaging option and many complaints from the students • The majority prefer to go straight to the library instead of communicate via the libraries Facebook profile • Face to face communication is preferred

	because it is more direct and there is no case of misinterpreting the meaning of their words
3. Benefits of library Facebook page use	<ul style="list-style-type: none"> • The benefit of gaining time • Get in touch with new people • Benefit of job opportunities • Advantage of reminding important educational programs (Erasmus)
4. Possible utilities as motivators for Facebook page use	<ul style="list-style-type: none"> • Need for available open-accessed books • Use of camera for communicating with the librarian via Facebook • Increase of photo collection regarding books • Need to see the availability of books in library and borrowing them electronically • Creation of a Facebook group for exchanging common interests

5. Discussion on the Interview Findings

This chapter presents the findings of this research which are discussed on the basis of the three research questions that they answer and also in relevance to other studies and existing literature.

Firstly, the main themes have been discussed in relevance to other studies and existing literature. Then, the findings are discussed in relation to the research questions.

5.1 Main themes in relevance to other studies and existing literature

1) *A Facebook page as an informational tool*

The outcome of this research showed that “A Facebook page as an informational tool” is appreciated by undergraduates as it is a trustworthy source, easily used and also broadens their academic horizons by providing them with valuable information. On their library Facebook pages they can find academic resources, conferences, events, voluntary programs, the opening hours of the library, articles, educational programs, university announcements, business opportunities etc.

In reference to the existing literature, Suraweera (2011) stated that SNS are very important for libraries today as they provide news and information, recommended Internet resources, book reviews, collections and discussions for books. Moreover, in the study of Salaway, Caruso and Nelson (2008) as cited in Sacks, Eckel and Langan (2011) they found that more college and university libraries are embracing SNS as a tool to promote services, provide information and even offer instruction. My findings are relevant to the existing literature as the main aim of library SNS, in my case, Facebook, is to assist as far as students’ academic knowledge is concerned. It is of extremely importance for undergraduates to be informed and have access to academic resources, articles, collections of books, events, and conferences so that their academic needs are fulfilled. Libraries in Greece, are still not so advanced regarding their services and need to be improved. Facebook is one of the most popular SNS nowadays and according to Salaway, Caruso and Nelson (2008) as cited in Sacks, Eckel and Langan (2011) 89% of college undergraduates use it. A library Facebook page is the ideal way to provide students with access to academic resources. Additionally, Tsoni, Sipsas and Pange (2015) found in their research that 65.7% had used Facebook for information on subjects related to their studies. By using Facebook, libraries can attract more students to visit them and also students can cover their academic needs by finding useful articles, information about business, seminars that will contribute to filling the gaps in their knowledge. Additionally, it is important for students to search for information via the electronic page of a library because the resources are valid instead of using other search engines which cannot guarantee the validity of their results. A study by Karagiorgou and Vasilakaki (2012) showed that students were using academic libraries’ Facebook profiles in order to have access to information, and library services and activities. Additionally, Calvi, Cassella and Nuijten (2010) found that the academic libraries’ Facebook profiles are used to provide information regarding new library activities, changes in the opening hours, availability of learning rooms and promotion of new collection of books. Both of these studies have some common findings with this research such as the information about the library opening hours and also the

information and activities that users seek on the libraries' Facebook pages. In addition to these findings, I found that students obtain information regarding conferences, events, educational programs, business opportunities, voluntary programs, university announcements, and articles.

2) A Facebook page as a communication tool

My findings revealed that "A Facebook page as a communication tool" is not so appreciated by undergraduates. Even though the option of messaging the librarians via the libraries Facebook pages has been used at least once by the students, the majority were not satisfied with the messaging service of the librarians. This was because either the librarians had not answered them back or because they had delayed answering their messages. Moreover, the majority prefer to go straight to the library and have face to face communication with the librarians which is more direct.

Jacobson (2011) also found that libraries' Facebook pages were not used that much for communication with users nor as a discussion forum. The same result is seen in the research of Calvi, Cassella and Nuijten (2010) and in the results of other relevant studies. My research showed that undergraduates prefer not to communicate with librarians via the library Facebook page and would rather go straight to the library. However, according to Ktoridou, Stavrides and Michaelidis (2012), one of the numerous features of Facebook is the instant messaging which enable communication, collaboration and sharing between students and faculty. So, there is a need for the improvement of libraries' Facebook pages so that the communication between librarians and students can become more effective. In Greece, because of the financial crisis, the Greek ministry of education does not support the libraries in the way that it should (Giannakopoulos, Koulouris and Kokkinos, 2013, p.1). As a result, there is limited staff in libraries that cannot cover all the library's nor the users' needs. So, it is difficult for them to answer all the messages of students on Facebook while they have also to deal with people in the library. That is why students prefer to go straight to the library. However, if students had a better communication service via their library Facebook page it would meet their academic needs more effectively and they might use these pages more often as a tool to support their studies. According to Munoz (2009) Web 2.0 technologies such as SNS are playing an important role in students' social and academic life.

3) Benefits of library Facebook page use

Within the theme of the "Benefits of using the libraries' Facebook pages", it was revealed that the advantages were of saving time, getting in touch with new people, finding job opportunities and being reminded of important educational programs such as Erasmus. All my participants recognized at least one benefit of the use of their library Facebook page.

In reference to the existing literature, Taylor and Francis (2014) in their study found that the advantages of using social media are the low financial cost, the delivery of information to the users, the interaction of libraries and users, the gathering of feedback so as to better users' services, the outreach activities, and the improvement of

communication. Additionally, according to Kramer, Gamez and Santillan (2015), SNS are platforms where users reflect their relationships with others, and they generate social capital by sharing personal experiences within communities of people with similar interests. My findings were different to those of these studies as I focused on the benefits of libraries' Facebook pages use according to students' perceptions and not, as in the study of Taylor and Francis (2014), according to librarians' perceptions. Moreover, my research revealed some more advantages of libraries' Facebook pages such as the job opportunities, the saving of time and the advantage of being reminded of important educational programs such as Erasmus. Kumar (2015) has found that Facebook works as a tool to mobilize the Academic library services among younger generation of Academic Library Professionals and also helps students or research scholars to develop practical research skills that they need in a world where knowledge construction and dissemination make increasing use of the online information network. Being informed of new book arrivals to the Academic library is another benefit that he presents in his study. Sadeh (2007) argues that implementing a Web 2.0 or social media presence is fundamental to remaining pertinent and meeting user expectations, particularly with younger users. My findings showed that Facebook is ideal as a tool to meet students' academic needs and encourage them to use libraries, as it has a great impact on younger generations.

4) Possible utilities as motivators for Facebook page use

My findings concerning "Possible utilities as motivators for Facebook page use" revealed the need to make open access books available, the request to use a camera for communicating with the librarian via Facebook, and the desire for an increase of the photographs of the books. Moreover, other changes which were suggested were the ability to see the availability of books in the library and the ability to borrow them electronically via the library Facebook page and also the creation of a Facebook group for discussing common interests. No other studies found possible suggestions regarding the improvement of library Facebook pages. However, according to Salaway, Caruso and Nelson (2008) as cited in Sacks, Eckel and Langan (2011) it has been a long goal of university libraries, and higher education in general, to "go to the students", or to offer resources and services in the media most commonly used by students. As we discovered from the relevant literature, the media most commonly used by students is Facebook. In Greece, it would be a great progress for academic libraries if they managed to improve their Facebook pages and satisfy students' needs. It is important Greek academic libraries to be more appealing and useful for students as they have a significant role in the support of their academic needs during their studies.

5.2 Connection with the Research Questions

The research questions of this study were the following:

- 1) How do students perceive the usage of academic libraries' social media?
- 2) What motivates students to use their Library Facebook page?

3) According to students, what features, not already incorporated in their university library social media page, would better support their academic needs?

All of my research questions were answered.

The first research question (How do students perceive the usage of academic libraries' social media?) agrees with the existing literature as it is shown to be an informational and communicational tool by the students. Answers to the first research question dealt with the first two themes "A Facebook page as an informational tool" and "A Facebook page as a communication tool". The undergraduates who took part in the research were not only aware of the libraries Facebook pages but they were frequent users too. Their library Facebook page was appreciated as an informational tool and used by the participants. It was clear that it was extremely useful for them and covered their academic needs. In reference to the existing literature, according to Taylor and Francis (2014) two of the advantages of using social media in libraries is the delivery of information to the library 'users and also the gathering of feedback so to enhance users' services. Moreover, according to Suraweera (2011) SNS are very useful for the libraries today because of the provision of news and information for users as well as recommended Internet resources, book reviews, new collections of books, entertainment for users, and books discussions. My findings are relevant to the existing literature as students appreciated Facebook page as an informational tool because they could get information regarding academic resources, events, conferences, articles etc.

On the other hand, the academic library Facebook page as a communication tool, despite being a common tool for messaging with the librarians, was not so effective and was not appreciated by the students. This agrees with the findings of Jacobson (2011), who found that the use of library Facebook pages, as far as communication is concerned, by patrons or "fans", communicating library needs, and as a forum/discussion space for users, was not an ideal use. Calvi, Cassella and Nuijten (2010) found the same result in their research. My research findings showed that face to face communication is preferred and improvement is necessary concerning the messaging option in Facebook in order to facilitate the students' need to communicate with the librarians and make it more effective.

As far as my second research question (What motivates students to use their library Facebook page?) is concerned, it is relevant to the existing literature, which has been mentioned previously. However, my study dealt with the benefits of library Facebook page use according to students' perceptions whereas other studies pertain to the librarians' perceptions. Answers to the second research question answered the third theme of the "Benefits of library Facebook page use". The results showed that benefits of library Facebook pages were recognized by all the participants. Some of them were the saving of time, job opportunities, the advantage of being reminded of important educational programs such as Erasmus and the opportunity to get in touch with new people. In relation to the existing literature, my research results were different as students recognized as benefits the saving of time, job opportunities, the reminding of important educational programs such as Erasmus etc. The one thing that the research of Taylor and Francis (2014) and Kramer, Gamez and Santillan (2015) had in common with my results was the enhancement of communication and that the users reflect their relationships with others via social networking sites.

As far as my third research question (What features, not already incorporated in their university library social media page, would better support students' academic needs?) is concerned, it has not been answered in existing literature as this subject regarding

libraries Facebook pages is still a new area and more studies need to be done so that we have more feedback with respect to the students' needs. The answers to the third research question dealt with the last theme of "Possible utilities as motivators for Facebook page use". Interesting ideas were suggested by the students. Some of them were to make open access books available, to initiate the use of a camera for communicating with the librarian via Facebook and to increase the number of photographs of books. Other ideas were the ability to see the availability of books in library and to borrow them electronically, and the creation of a Facebook group to discuss common interests. No suggestions regarding possible utilities as motivators for Facebook page use were found in the related literature, although Salaway, Caruso and Nelson (2008) as cited in Sacks, Eckel and Langan (2011) mention that it has been a long goal of university libraries, and higher education in general, to "go to the students" and offer their services.

6. Conclusion, Contribution and Future Research

This chapter presents the conclusion of this study. The contribution of this research follows with reflections as well as thoughts of future research.

6.1 Conclusion

The aim of my qualitative research was to examine the use of social media sites by university library staff to facilitate undergraduate students. More specifically, in this research, the academic needs of undergraduate students were investigated. By “academic needs” I mean students’ need of access to valuable academic resources, seminars, and conferences which are useful for their academic knowledge. Apart from having reference books, libraries facilitate the necessity of students to fulfil their academic needs by offering them valuable information and operating as an extra aid in their studies. It is for the very reason we must make access to these valid resources, seminars and conferences easier for the students by improving library Facebook pages. The purpose of this study was to discover how this could best be done by asking the students themselves. The social media which I focused on is Facebook. This is because Facebook is the most popular and most widely used SNS nowadays and also Facebook is the only social media used by both of the libraries in this study. They have neither Instagram, Twitter nor any other social media to communicate with the students. The qualitative research method has been used because, valuable feedback regarding students’ perceptions and needs would best be gained in this way.

The three research questions, which form the core of the study, were the following:

- 1) How do students perceive the usage of academic libraries’ social media?
- 2) What motivates students to use their Library Facebook page?
- 3) According to students, what features, not already incorporated in their university library social media page, would better support their academic needs?

Twelve undergraduate students (male and female), six from each Academic Library (of Piraeus University and of the Agricultural University of Greece), were interviewed. The criteria that were chosen were to have a Facebook account, to be users of library, and also to be between 18 and 25 years old. The collected data was analyzed using thematic analysis, which identified 31 codes which were then classified into 9 categories. Finally, the categories were condensed into four major themes:

- 1) A Facebook page as an informational tool
- 2) A Facebook page as a communication tool
- 3) Benefits of library Facebook page use
- 4) Possible utilities as motivators for Facebook page use

Thematic analysis was used for the interpretation of the participants’ answers. After this, the themes were analyzed and discussed in detail.

The first theme was “A Facebook page as an informational tool” and it answers my first research question. The results showed that students were satisfied with the use of the

libraries' Facebook pages and they use them to cover their academic needs. On the libraries' Facebook pages they can find information about seminars, conferences, business opportunities, events, volunteer programs, the library timetable, articles, educational programs, university announcements, and academic resources. All of these contribute to the support of students' academic needs.

The second theme was "A Facebook page as a communication tool" and it answers my first research question. The answers revealed that the majority of the participants were not satisfied. Although they were all aware of the messaging option on Facebook to communicate with librarians, according to their answers, this option was not used efficiently and there were many complaints. According to their views, librarians did not answer them back in time nor did they answer all their messages. As a result, students prefer to go straight to the library and have face to face communication with librarians, which is more direct.

The third theme was "Benefits of library Facebook page use" and it answers my second research question. According to my participants' answers, the time gain, getting in touch with new people, new job opportunities, and reminders of important educational programs such as Erasmus, were some of the benefits of the libraries' Facebook pages. The results concerning this theme showed some advantages of the libraries' Facebook pages and how they fulfilled the academic needs of the undergraduates.

The fourth theme was "Possible utilities as motivators for Facebook page use", which revealed some suggestions for the improvement of the libraries' Facebook pages and it answers my third research question. Increased availability of open access books, the use of cameras for communicating with librarians via Facebook, and an increase in the number of photos of books were some of these suggestions. Moreover, the ability to see the availability of books in the library, the ability to borrow them electronically, and the creation of a Facebook group to discuss common interests with other students were also suggested. These changes should be made for the libraries' Facebook pages to be more effective in meeting students' academic needs.

All in all, students showed that they use the libraries' Facebook pages because they appreciate it as an informational tool. On the other hand, improvements should be made regarding its use as a communication tool. Benefits were acknowledged by all the students that were interviewed and interesting suggestions were made. Libraries need to incorporate the use of social media in their services as it seems that it is appreciated by students who already use it because it makes access to academic knowledge easier and thus supports their studies. Technology has brought significant changes in our daily life and libraries should benefit from this fact if they want to be productive. In my research, effective changes and possible solutions to improve the libraries' Facebook pages have been found by seeing the present situation through the eyes of the students; something that had not been found in other research before.

6.2 Contribution of the study

This study contributed to the field of libraries and social media. The aim of the research was to investigate the use of social media sites by university library staff to facilitate undergraduate students.

Although, some research has been done regarding the social media and libraries, most of it examines it as regards the library and the librarians. Moreover, in other studies, social media have been examined as means to promote libraries. In this study, the perceptions, motivations and desires of undergraduate students have been examined with regard to the social media of libraries and its use as a means to facilitate and support their academic needs. This study shed light on the Greek situation and students' perceptions regarding libraries' Facebook pages and contributed to gain insight regarding what is happening in Greece as there are not many studies yet regarding students' perceptions. The results of my research showed that undergraduates who use these specific library Facebook pages are satisfied with them as they are a useful informational tool with many benefits and the potential to become even better.

This study helps us to understand the importance of the existence of social media and specifically Facebook in libraries and in students' educational life. It revealed the benefits of using library Facebook pages according to students' perceptions and not from the librarians' point of view as has been done in other studies. Moreover, this research revealed some more advantages of the library Facebook pages such as the job opportunities, the time gain and the advantage of being reminded of important educational programs such as Erasmus, none of which had been found previously by any researcher.

Additionally, this study shows the need for the libraries to make improvements so that they will be more functional for the students and contribute positively to their academic needs. In my research possible changes were found that libraries can make to their Facebook pages which had not been found in other studies. When libraries improve, then new students will use the libraries' services and this will help them in their studies.

Lastly, this research provides motivation for libraries to embrace the new technological era in which we live and try to incorporate social media in their daily routine as the new generations seem to use technology to an increasingly greater extent than in the past. So, this study not only shows that libraries have to change if they want to be effective and useful but it also shows from where they have to start and suggests solutions.

6.3 Reflections

This research, gave me the chance to investigate an issue that I am interested in, as Librarianship is my first field of study and also my profession. During the whole process there were many challenges and in the end I managed to overcome them successfully.

In order to understand the theoretical background, I read many studies in order to have better insight of libraries and social media both separately and together. One thing that I found a difficulty in, was that there were not many studies regarding libraries and social

media on which I could base my own research. Moreover, most of the studies researched the libraries' position and not the users'. However, I managed to use the related sources which are found in the bibliography effectively.

It was important for me that I used qualitative methodology which I had to do via interviews. It was the first time that I had conducted research using this methodology, as all the other times I had used the quantitative methodology using questionnaires. The interview process with my participants was a great experience for me. Initially, when I was at the AUA and UNIPI libraries', I was hesitant to ask students if they wanted to participate in my research. It was very difficult for me to talk to people that I had never seen before and ask to interview them and also record them. In the end, the result surprised me as I saw that it was not as difficult as it had seemed to be. By interviewing students, I understood what their desires and motivations are regarding the libraries' Facebook pages and also heard their interesting suggestions for improvements. I believe that the best judges for anything is the users and if something does not work in the way that it should do, users know the way to make it work even better. Overall, their answers made me understand that even though they are using the library Facebook pages, there are things such as communication with librarians that need to be improved in order to be of greater use to students.

Finally, the interpretive method of this research , was the best choice as it gave me the chance to analyse what the students think about the libraries ' Facebook pages and what they would like to be done so they can be improved and be more effective for their studies.

6.4 Future Research

This study examined the use of social media sites by university library staff to facilitate undergraduate students. Two academic libraries, the libraries of AUA and UNIPI, in Greece were examined. Further research needs to be done in Greece and also at an international level in order to see how the students use Facebook as a tool in libraries for the enhancement of their academic needs and also to come up with more suggestions regarding the improvement of library Facebook pages. There could also be a comparison between different countries in Europe or even the countries of Europe in comparison with other continents (e.g. Europe and USA). Moreover, apart from Facebook, other social media, such as YouTube, Twitter etc. could be used in libraries as tools to support students' academic needs, so further research should be done. Additionally, the perceptions of librarians, professors, researchers, and any other user groups regarding social media and libraries should be researched in order to have better insight. Last but not least, research should be done in other types of libraries too, such as school, public, special, and digital, to investigate how social media can assist them to improve their services and interact with library users.

I hope my research will contribute to the literature of libraries and social media, as well as in the field of Libraries and Information Science. What is more I hope it will motivate other researchers to investigate this issue and that their findings will make libraries and social media work together more for students' academic needs. I enjoyed the whole "journey" of my investigation till the last and I hope the results of this research will prove useful to others too.

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Appendices

Appendix A.

Informed Consent Form for Master Thesis

Research Topic

The Use of Social Media Sites by University Library Staff to Facilitate Undergraduate Students.

Researcher

Ntaka Athanasia, Master Program in Information Systems, Linnaeus University

Purpose of the Research

The purpose of this research is to examine the use of social media sites by university library staff to facilitate undergraduate students. In particular, I would like to investigate how undergraduates perceive the use of their academic libraries' social media and what motivates them to use it. Moreover, the study will investigate which social media library features should be introduced in order to better support students in their academic needs.

Description of the Research Process

For the investigation it is necessary to conduct oral interviews with 12 students (males and females) who are studying at the Agricultural University and the University of Piraeus and have the library pages of their university as a 'friend' on Facebook. The data analysis and the conclusions follow.

The Benefits of the Research

Firstly, the purpose of this research is to examine the use of social media sites by university library staff to facilitate undergraduate students. This research will help to both improve the academic libraries Facebook pages and find new ways for their web page to be reached on Facebook. In addition, the reasons that undergraduates use the academic libraries Facebook pages will be explored in depth, as will what drives them to do this. In this way, we will understand Facebook's influence as an informational tool that can contribute to students' education.

Risk

This survey does not include information that could pose a risk for any of the participants. All data gathered from the participants will be strictly and solely in order to conduct this study and will not be given or published anywhere other than for the purpose of this research work. In addition, participants during the recording process of the interview will give different names so as to protect their intellectual property rights.

Participant's Rights

Participation in this survey is voluntary and participants have the right not to participate if they finally change their mind for any reason. Also, participants have the right to withhold any part of the recording of the interview and the analysis of the data will be available to them if they want it to be.

Access to Interview and Workshop Material

The information collected during the process of this research work will be only for the research purposes and will not be published to third parties. The only people who will have access to the research material will be the researcher, the supervisor and the examiner.

Questions regarding the Research

Consent

I understand and agree with the above statements.

Yes

No

I understand that my participation is voluntary and I can withdraw from the research any time without giving any explanation.

Yes

No

I understand that I can ask the researcher to remove any data provided by me without any explanation.

Yes

No

I consent to participate in the research study and I allow you to use the information that I will provide in your master thesis.

Yes

No

I agree to an audio recording being made of our interview.

Yes

No

Date of interview: _____ Place:

Participant's Name: _____

Participant's Signature: _____

Researcher's Name: Athanasia Ntaka

Signature: _____

Appendix B.

Informed Consent Form (in Greek)

Φόρμα συγκατάθεσης για συμμετοχή σε έρευνα

Τίτλος έρευνας

Η χρήση των ιστοσελίδων των κοινωνικών μέσων ενημέρωσης από το προσωπικό της βιβλιοθήκης του Πανεπιστημίου για τη διευκόλυνση των προπτυχιακών σπουδαστών.

Ερευνήτρια

Ντάκα Αθανασία, Master Program in Information Systems, Linnaeus University, Σουηδία.

Ο σκοπός της έρευνας

Σκοπός αυτής της έρευνας είναι να εξετάσει τη χρήση των ιστοσελίδων των κοινωνικών μέσων ενημέρωσης από το προσωπικό της βιβλιοθήκης του Πανεπιστημίου για τη διευκόλυνση των προπτυχιακών σπουδαστών. Ειδικότερα, θα ήθελα να διερευνήσω πώς οι φοιτητές αντιλαμβάνονται τη χρήση των κοινωνικών μέσων των ακαδημαϊκών βιβλιοθηκών και τι τους παροτρύνει να τα χρησιμοποιήσουν. Επιπλέον, θα διερευνηθεί ποια χαρακτηριστικά των μέσων κοινωνικής δικτύωσης των βιβλιοθηκών πρέπει να ενσωματωθούν, έτσι ώστε να υποστηρίξουν καλύτερα τους σπουδαστές στις ακαδημαϊκές τους ανάγκες.

Περιγραφή της ερευνητικής διαδικασίας

Για τη διαδικασία της έρευνας είναι απαραίτητη η διεξαγωγή προφορικών συνεντεύξεων από 12 φοιτητές (αγόρια και κορίτσια) οι οποίοι φοιτούν στο Γεωπονικό Πανεπιστήμιο και στο Πανεπιστήμιο Πειραιώς και έχουν 'φίλο' στο Facebook τις σελίδες των βιβλιοθηκών των αντιστοίχων Πανεπιστημίων τους. Στη συνέχεια, ακολουθεί η ανάλυση των δεδομένων και τα ακόλουθα συμπεράσματα.

Τα οφέλη της έρευνας

Αρχικά, σκοπός της έρευνας είναι να εξετάσει τη χρήση των ιστοσελίδων των κοινωνικών μέσων ενημέρωσης από το προσωπικό της βιβλιοθήκης του Πανεπιστημίου για τη διευκόλυνση των προπτυχιακών σπουδαστών. Η παρούσα έρευνα θα συντελέσει στη βελτίωση των σελίδων των ακαδημαϊκών βιβλιοθηκών στο Facebook και στην εύρεση νέων τρόπων προσέγγισης των χρηστών στη ηλεκτρονική σελίδα τους στο Facebook. Ακόμα, θα διερευνήσει εις βάθος τους λόγους που οι χρήστες χρησιμοποιούν τις σελίδες των ακαδημαϊκών βιβλιοθηκών στο Facebook και τι τους ωθεί να το κάνουν αυτό. Με αυτό το τρόπο θα καταλάβουμε την επιρροή του Facebook ως πληροφοριακό εργαλείο το οποίο συμβάλλει στη μόρφωση των μαθητών.

Κίνδυνοι

Η παρούσα έρευνα δεν περιλαμβάνει πληροφορίες που θα μπορούσαν ν' αποτελέσουν κίνδυνο για κάποιον/α από τους συμμετέχοντες. Όλα τα στοιχεία που θα

προσκομηθούν από τους συμμετέχοντες θα είναι αυστηρά και μόνο για τη διεξαγωγή της παρούσας εργασίας και δε θα δοθούν ή δημοσιευθούν κάπου αλλού παρά μόνο για το σκοπό της ερευνητικής εργασίας. Επιπλέον, οι συμμετέχοντες, κατά την ηχογράφηση της συνέντευξης, θα δώσουν διαφορετικά ονοματεπώνυμα για τη προστασία των πνευματικών τους δικαιωμάτων.

Δικαιώματα συμμετέχοντος

Η συμμετοχή στη παρούσα έρευνα είναι εθελοντική και οι συμμετέχοντες έχουν το δικαίωμα να μη συμμετασχουν αν τελικά αλλάξουν γνώμη για οποιοδήποτε λόγο. Επίσης, οι συμμετέχοντες, έχουν το δικαίωμα να μην αποκαλυφθεί κάποιο από τα τμήματα της ηχογράφησης της συνέντευξης όπως επίσης και η ανάλυση των δεδομένων θα είναι στη διάθεσή τους εάν το θελήσουν.

Πρόσβαση στα δεδομένα

Οι πληροφορίες που θα συλλεγούν για τη διαδικασία της ερευνητικής εργασίας, θα είναι καθαρά και μόνο για τους σκοπούς της έρευνας και δε θα δημοσιευτούν σε τρίτα πρόσωπα. Οι μόνοι που θα έχουν πρόσβαση στο ερευνητικό υλικό θα είναι η ερευνήτρια, ο επιβλέπων καθηγητής και ο εξεταστής.

Ερωτήσεις σχετικά με την έρευνα

Οι συμμετέχοντες έχουν το δικαίωμα να θέσουν ερωτήσεις και να ενημερωθούν σχετικά με την έρευνα πριν ξεκινήσει, κατά τη διάρκεια ή και μετά την ολοκλήρωσή της. Οποιοδήποτε ερώτημα έχουν να θέσουν σχετικά με την έρευνα, μπορούν να το κάνουν μέσω email (Ντάκα Αθανασία, ntakanasia@gmail.com).

Συγκατάθεση

Κατανοώ και συμφωνώ με τα παραπάνω

Ναι

Όχι

Κατανοώ ότι η συμμετοχή μου είναι εθελοντική και ότι μπορώ να υπαναχωρήσω από την έρευνα οποιαδήποτε ώρα χωρίς καμία εξήγηση

Ναι

Όχι

Κατανοώ ότι μπορώ να απαγορεύσω τη δημοσίευση οποιουδήποτε τμήματος των πληροφοριών που έχω δώσει.

Ναι

Όχι

Συμφωνώ να συμμετέχω στη έρευνα και επιτρέπω να χρησιμοποιηθούν οι πληροφορίες που θα παρέχω για τους σκοπούς της παρούσας ερευνητικής εργασίας.

Ναι

Όχι

Συμφωνώ να ηχογραφηθεί η συνέντευξή μας.

Ναι
Όχι

Ημερομηνία συνέντευξης: _____ Τόπος: Στοιχεία συμμετέχοντος:

Υπογραφή συμμετέχοντος: _____

Ερευνήτρια: Ντάκα Αθανασία

Υπογραφές: _____

Appendix C.

Interview Questions

Date :	
Time:	
Place:	
Gender:	
Age:	
Position:	
Start time:	
End time:	

- 1) Can you please state your name, the University and the faculty where you are studying, and the year of your studies?
- 2) Do you have a Facebook account? If so, how long have you been using Facebook?
- 3) Have you 'liked' your University's Library page on Facebook?
- 4) How often do you visit the Library Facebook Page?
- 5) Please describe the activities you perform on the library's Facebook page?
- 6) Please describe which activity you find more useful and why?
- 7) Please describe which activity you like and why?
- 8) Please share with me which other activities you would like to have available and why?
- 9) Do you prefer contact with libraries via Facebook or by being there? Why?
- 10) Is there anything else related to the library and Facebook that you would like to share with me?

Appendix D

Interview Questions (In Greek)

Ερωτήσεις συνέντευξης

Ημερομηνία :	
Ωρα:	
Τόπος συνάντησης:	
Φύλο:	
Ηλικία:	
Ωρα έναρξης:	
Ωρα λήξης:	

- 1) Πως σε λένε; Σε ποιο Πανεπιστήμιο σπουδάζεις; Σε ποιο τμήμα είσαι και σε ποιο έτος;
- 2) Έχεις λογαριασμό στο Facebook; Εάν ναι, πόσο καιρό το χρησιμοποιείς;
- 3) Έχεις πατήσει like στη σελίδα της βιβλιοθήκης του Πανεπιστημίου σου στο Facebook;
- 4) Πόσο συχνά επισκέπτεσαι τη σελίδα της βιβλιοθήκης του Πανεπιστημίου σου;
- 5) Παρακαλώ, περιέγραψε μου τις δραστηριότητες που κάνεις στη σελίδα της βιβλιοθήκης στο Facebook.
- 6) Παρακαλώ, περιέγραψε μου ποια ασχολία βρίσκεις πιο χρήσιμη και γιατί;
- 7) Παρακαλώ, περιέγραψε μου ποια ασχολία σου αρέσει περισσότερο και γιατί;
- 8) Παρακαλώ, πες μου ποιες ασχολίες θα ήθελες να υπάρχουν διαθέσιμες στη σελίδα της βιβλιοθήκης του Πανεπιστημίου σου στο Facebook και γιατί;
- 9) Προτιμάς να επικοινωνείς με τη βιβλιοθήκη μέσω Facebook ή να πηγαίνεις κατευθείαν εκεί; Γιατί;
- 10) Υπάρχει κάτι άλλο σχετικό με τις βιβλιοθήκες και το Facebook που θα ήθελες να μοιραστείς μαζί μου;

Appendix E

Table of Codes and Categories and Description of the Findings Location into the Transcript

Table 1: Themes and categories of the findings

Themes	Categories
A Facebook page as an informational tool	Information about academic knowledge and activities 1,2,3,4,5,6,7,8,9,10 Advantages of Facebook library page as an informational tool 21,22,25,27
A Facebook page as a communication tool	Ways of communicating with the library 11,13,15,31 Disadvantages of Facebook page as a communication tool 14,16,17
Benefits of library Facebook page use	Time 12 Strengthening social contacts 18 Being reminded of important things 19,20
Possible utilities as motivators for Facebook page use	Advancements in communication 23,24 Improvements regarding library 'material 26,28,29,30

Table 2: Codes and Categories

	Codes from students	Categories
1	Access to academic resources	Information about academic knowledge and activities
2	Information about voluntary programs	Information about academic knowledge and activities
3	Get to know about the timetable of the library	Information about academic knowledge and activities
4	Business opportunities posts	Information about academic knowledge and activities
5	Be aware of university announcements	Information about academic knowledge and activities
6	Access to articles	Information about academic knowledge and activities
7	Conferences announcements	Information about academic knowledge and activities
8	Participation to events	Information about academic knowledge and activities
9	Know about educational programs	Information about academic knowledge and activities
10	Getting informed about new things	Information about academic knowledge and activities
11	Communication via messages with librarians	Ways of communicating with the library
12	Gaining valuable time	Time
13	Visit the Facebook library page	Ways of communicating with the library
14	Late response by librarians via Facebook library page	Disadvantages of Facebook page as a communication tool
15	Face to face communication with librarians	Ways of communicating with the library
16	Problems of misinterpretation	Disadvantages of Facebook page as a communication tool
17	No efficient use of messaging to the librarians	Disadvantages of Facebook page as a communication tool

18	Meeting new people	Strengthening social contacts
19	Information about job opportunities	Being reminded of important things
20	Reminding of important educational programs	Being reminded of important things
21	Facebook library page is easy to use	Advantages of Facebook library page as an informational tool
22	Facebook library page is trustworthy	Advantages of Facebook library page as an informational tool
23	The use of camera is a nice way of communication	Advancements in communication
24	Need of a Facebook group for sharing common interests	Advancements in communication
25	Facebook library page broadens students' academic horizons	Advantages of Facebook library page as an informational tool
26	More photos of books would be nice to exist	Improvements regarding library 'material
27	Facebook library page is a valid informational tool	Advantages of Facebook library page as an informational tool
28	Need of open accessed books	Improvements regarding library 'material
29	Borrowing books electronically via Facebook library page	Improvements regarding library 'material
30	Possibility to see the available books in library	Improvements regarding library 'material
31	Go directly to the library	Ways of communicating with the library

