

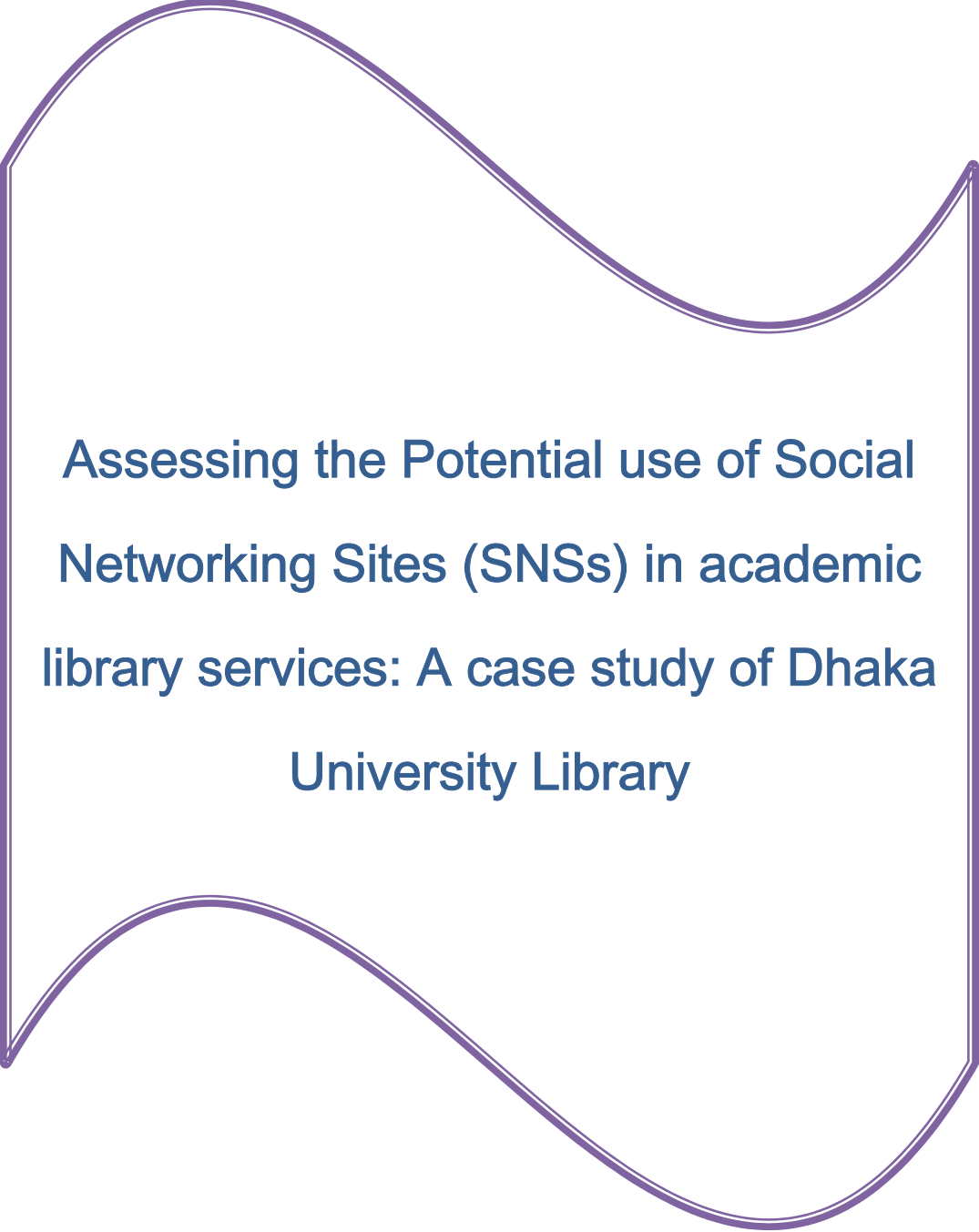
Assessing the Potential use of Social Networking Sites (SNSs) in academic library services: A case study of Dhaka University Library



**Thesis submitted to the Department of Information Science and Library Management,
University of Dhaka, as a partial fulfilment of the requirements for the degree of Masters of
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Networking Sites (SNSs) in academic
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University Library**

***FOR MY HEAVENLY NANU, MY PARENTS AND
MY YOUNGER SISTER***

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Chapter 1: Introduction

1.1 Prologue

The Internet has an effect on nearly every aspect of the world's higher education – research and learning- and its impact is considerably assessed as a vital means. Actually, the Internet attracts academic institutions to take into account being the basic source of information, an essential medium for academic communication, learning support systems, and a challenge to promote online learning. New versions of Web 2.0 and Web 3.0 add superfluous enthusiasm and excitement for young people to spend hours with their applications, specifically SN. Such excitement encourages researchers to investigate issues related to students' academic achievement and the correct use of this application, the frequency of use, the skill level, the trust and privacy, the expectations and personality, team communication, and so on(Jabr,2011).

The revolutionary web 2.0 has changed the way people communicate through internet. With the development and change of technologies, the behavior, interactions, and knowledge acquisition of people have changed too. The paradigm has already shifted from traditional learning to synchronous and asynchronous, interactive, and collaborative learning, which is further extended by the web 2.0 and social networking approaches with it. Technology is tied to human communication and learning.(Gunawardena, Herman & Richmond ,2009)

"the second incarnation of the Web (Web2.0) has been called the 'Social Web', because, in contrast to Web 1.0, its content can be more easily generated and published by users, and the collective intelligence of users encourages more democratic use"(Kamel, Boulos & Wheeler ,2007)

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1.2 Background of SNSs

The 1st recognizable social networking site sprung up in 1997, SixDegrees.com was one of the very first to allow its users to create profiles, invite friends, organize groups, and surf other user profiles. Its founders worked the six degrees angle hard by encouraging members to bring more people into the fold.

Other sites of the era opted solely for niche, demographic-driven markets. One was AsianAvenue.com, founded in 1997. A product of Community Connect Inc., which itself was founded just one year prior in the New York apartment of former investment banker and future Community Connect CEO Ben Sun, AsianAvenue.com was followed in 1999 by BlackPlanet.com, and in 2000 by the Hispanic-oriented MiGente.com. All three have survived to this very day, with BlackPlanet.com in particular enjoying tremendous success throughout its run. Indeed, according to current parent company Radio One, which acquired Community Connect and its sites in April of 2008, BlackPlanet.com presently attracts in excess of three million unique visitors every month.(Goble, 2012)

Friendster was the real breakthrough in the field of social networking. Launched in 2002, Friendster was the pioneer of using the concept of online networking between real-world friends. The user base of Friendster grew to 3 million users. Friendster operated by allowing people to discover their friends and then friends-of-friends, and so on to expand their networks. Its goal was to be a safer place to meet new people than in real-life, as well as being faster. Friendster was, in part, a new kind of dating site. Instead of matching complete strangers based on shared interests, it operated on the assumption that people with shared friends and acquaintances would have a better chance than those who had no shared connection.(Chapman,2007)

MySpace realized that there was an increasing demand for the service and entered the market in 2003. The site had been formed to host some of the expelled Friendster users such as music bands and other frustrated users. Music bands were particularly interested in MySpace; they provided a platform for the

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site's growth. Promoters in the US would use MySpace to advertise upcoming shows. On the other hand, fans got a chance to reach their stars and site began growing. (ComScore, 2007).

In 2006 MySpace introduced MySpace IM, an instant messaging client that lets users chat with their friends. Other recent additions to MySpace's functionality include the addition of real-time status updates and a news feed showing friend activity. (Chapman, 2007).

With time, other social networking services entered the market even though most of them did relatively well in non-English speaking countries. Some of them include Orkut in Brazil, Lunar Storm in Sweden, Grono in Poland and Cyworld in South Korea. (Choi, 2006)

While **Facebook** started out as a Harvard-only social network back in 2004, it quickly expanded to other schools, then to high schools, businesses and eventually everyone (by 2006). (Chapman, 2007).

It is, however, the ubiquitous Facebook that now leads the global social networking pack. Founded, like many social networking sites, by university students who initially peddled their product to other university students, Facebook launched in 2004 as a Harvard-only exercise and remained a campus-oriented site for two full years before finally opening to the general public in 2006. Yet even by that time, Facebook was seriously big business, with tens of millions of dollars already invested, and Silicon Valley bigwigs such as billionaire PayPal co-founder Peter Thiel firmly behind it.

The secret of Facebook's success (it is currently just shy of 1 billion users) is a subject of some debate. Some point to its ease of use, others to its multitude of easily-accessed features, and still others to a far simpler factor – its memorable, descriptive name. A highly targeted advertising model certainly hasn't hurt, nor did financial injections, such as the \$60 million from noted Hong Kong tycoon Li Ka-shing in 2007. Regardless, there's agreement on one thing – Facebook promotes both honesty and openness. It seems people really enjoy being themselves, and throwing that openness out there for all to see. (Goble, 2012)

Introduced in 2003, LinkedIn took a decidedly more serious, sober approach to the social networking phenomenon. Rather than being a mere playground for former classmates, teenagers, and cyberspace, LinkedIn was, and still is, a networking resource for businesspeople who want to connect with other

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professionals. In fact, LinkedIn contacts are referred to as “connections.” Today, LinkedIn boasts more than 175 million members. (Goble,2012).

Twitter, the latest development in social networking, is essentially the process of micro-blogging, a constant stream of mini posts. These keep contacts and followers up-to-date with everyday events in small bite-sized chunks which can be added from portable devices such as mobile phones. It was successfully launched in 2006 but has been criticized as taking up-to-date contact too far, resulting in a tidal wave of useless updates and information centering on the pointless and mundane(Shelly,2010).

Realizing the power of social networking, Google decided in 2011 to launch their own social network: Google+. It differed from Facebook and Twitter in that it wasn't necessarily a full-featured networking site, but rather a social “layer” of the overall Google experience.

At the time of launch, Facebook was scrambling to keep up by integrating a video chat feature of their own. Within just four weeks, G+ had gathered 25 million unique visitors. As of June 2012, it had a total of 250 million registered users. It definitely didn't dethrone Zuckerberg's behemoth, but it's clearly here to stay, and arguably showed the world that there was still room for innovation and competition in the realm of social networking. (Goble,2012).

Google + was built in 2010 directly into Gmail. Google+ is designed to set users up with the people they email the most and focuses on a sharing experience of photos, blogs, videos and links which can be shared publically or privately. However, this site has been criticized due to problems with its privacy settings, and for the fact that it is built into Gmail. This fundamental function has been questioned, suggesting that users may not want to create personal profiles, blog or communicate with the same people they email (Shelly, 2010).

These social networking sites are being developed ever since and have now exploded to become one of the biggest industries. These sites in order to remain at the top of social networking continuously add new features and applications to make it more user-friendly. Chatting and video calling has made it easier for the users to keep in contact with their friends. (bounceweb.com)

Social media has become a huge part of the lives of millions of people worldwide. Whether it's something as simple as looking up reviews of movies from real, live people (instead of professional

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movie reviewers) or getting advice on major life decisions, there are social sites out there to provide you with the information you seek.

Even on general-purpose social networks and social media sites like Twitter there are thousands of ways to get input on just about anything.

Social media has come a long way since the days of BBSs and IRC chats. And social media continues to evolve on a daily basis. With major social networks and social media sites making changes and improvements on an almost daily basis, it's sure to keep evolving in coming years. The one thing we can be pretty sure of at this point is that social media is not just a phase, and likely won't go away any time soon at least until something better comes along. (Chapman, 2007).

1.3 Research Objectives

The main aim of this study is to analyze the use of social networking services by Dhaka University Library(DUL). The more specific objectives are to:

1. Explore the potentiality of SNSs in DUL.;
2. Identify the motives and goals of using SNSs in DUL
3. Find out the role of SNSs for providing LIS services in DUL.

1.4 Research Questions:

In order to obtain the above objectives, this study has posed the following research questions (RQ) that will guide the study:

RQ1: How many SNSs are being used by the users of DUL?

RQ2: What are likely to be the potentialities of SNSs usage in DUL?

RQ3: What are likely to be the role of SNSs in providing LIS services in DUL?

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1.5 RESEARCH METHODOLOGY

This chapter describes the methodology employed for collecting data for this research. The methodology consisted of surveying an online questionnaire to Dhaka University students to gather their opinions on SNSs.

1.5.1 Participants

The participants of this survey were the information professionals of Dhaka University Library(DUL) and the students of University of Dhaka who uses DUL regularly . Both male and female participants took part in this survey.

1.5.2 Survey questionnaire

A survey questionnaire was created to measure participants acquaintance with Internet and SNSs as well their preference of different SNSs for DUL. There were questions for their likelihood of using SNSs as an academic library tool. The questionnaire was consisted of the following elements:

1. demographic characteristics such as gender, age, Designation, Academic qualification, social background, etc.;
2. participants' use of Internet and SNSs;
3. their opinions on SNSs as an academic library tool; and
4. the reasons for using SNSs in libraries.

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1.5.3 The questionnaire

The survey requested basic demographic data regarding age, gender and academic status and also contained items regarding the frequency of using SNSs in everyday life and in work. Participants were mainly asked to answer the plausibility of using SNSs in academic library. The survey also included 7-point Likert scale items regarding participants' perceptions and preferences concerning multiple aspects of SNSs in an academic library.

This research study sought information relevant to the potential future development of SNSs in academic library. The data analysis was carried out using SPSS statistical analysis software.

1.5.4 Online survey tool

Doing survey manually and asking respondents for their 5-10 minutes time to complete a questionnaire and having a face to face interview is a very slow and embarrassing process. So an online survey tool Kwik Surveys was used for this research. The URL to the online questionnaire was sent mainly through different SNSs using personal messaging option and group post where the university students were connected viz. Facebook, Twitter, etc. The URL was also printed and provided to the students to respond to the questionnaire.

The URL :

<http://www.google.com/url?q=http%3A%2F%2Fkwiksurveys.com%2Fapp%2Frendersurvey.asp%3Fsid%3Dvf3x4ry697dlxh1309673%26refer%3Dwww.facebook.com&sa=D&sntz=1&usg=AFQjCNGgLG4r1-3v3AgeDYRsQIKf3U3BA>

1.5.5 Data analysis techniques

In order to determine influence of participants' demographic characteristics on their opinions on using SNSs in academic libraries, Kruskal-Wallis tests were carried out.

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1.5.5.1 Kruskal-Wallis test

The Kruskal-Wallis test is a nonparametric test that compares three or more unpaired groups. This test is an alternative to the independent group ANOVA (Analysis of Variance), when the assumption of normality or equality of variance is not met. This, like many non-parametric tests, uses the ranks of the data rather than their raw values to calculate the statistic. The test statistic for the Kruskal-Wallis test is H . This value is compared to a table of critical values for U based on the sample size of each group. If H exceeds the critical value for H at some significance level (usually 0.05) it means that there is evidence to reject the null hypothesis in favor of the alternative hypothesis.

1.6 Chapter Summary

This chapter discusses about the background of SNSs as well as the previous works have been done on them. This chapter discusses about the probable fields of research on SNSs use in academic library as well as the objectives of the research and the methodology used in the research.

Chapter 2: Literature Review

2.1 Introduction

A literature review is an evaluative report of information found in the literature related to your selected area of study. Literature reviews provide a critical overview of a range of sources (literature) on a particular topic. There are a lot of literature on social networking services (SNSs) but a very few of them are relevant of the current research.

2.2 Social Networking sites & Social Network site

Social networking sites, in which participants create a self descriptive profile & make links to other members, have recently become quite popular. 'Networking' is the ostensible purpose of these sites - using one's chain of connections to make new friends, dates, business partners, etc. Underlying all the networking sites are a core set of assumptions - that there is a need for people to make more connections, that using a network of existing connections is the best way to do so, & that making this easy to do is a great benefit." Social networking sites are on-line environments in which people create a self-descriptive profile & then make links to other people they know on the site, creating a network of personal connections. Participants in social networking sites are usually identified by their real names & often include photographs; their network of connections is displayed as an integral piece of their self-presentation. The public display of connections is one of the most salient features of the social sites.(Donath & Boyd,2004)

It is no surprise that one of the key problems to understand the rapidly shifting contemporary online cultures concerns the types of definitions we use to understand what is happening & to classify different types of web applications. The difficulty is in giving some clarity to the terminology where the things we refer to are mobile & where the terminology is used so widely to describe so many different things & to service so many different agendas. 'Social network sites' is crucial in capturing these shifts. (Boyd & Ellison,2007)

They defined social network sites as web-based services that "allow individuals to (1) construct a public or semi-public profile within a bounded system,(2) articulate a list of other users with whom they share a connection, &(3) view & traverse their list of connections & those made by others within the system. The nature & nomenclature of these connections may vary from site to site". (Boyd & Ellison,2007)

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In an attempt to further clarify this definition, Boyd & Ellison carefully separate 'social networking sites' from 'social network sites'. They offer the following explanation for this distinction:

“While we use the term 'social network site' to describe this phenomenon, the term 'social networking site' also appears in public discourse, & the two terms are often used interchangeably. We chose not to employ the term 'networking' for two reasons: emphasis & scope. 'Networking' emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC)” (Boyd & Ellison, 2007).

Beer argued that the definition, 'social network sites' as used by Boyd & Ellison, stands for something quite broad. Whereas the term 'social networking sites' describes something particular, a set of applications where, to a certain extent, networking is the main pre-occupation. In short, he defined SNS as “its connections, its populations, its integration in how people live, what it tells us about people, how they are used, its patterns of consumption, its significance for cultural preferences, & so on.” (Beer, 2008)

Barsky & Purdon noted that, “these sites collect data about members & then store this information as user profiles. The data, or profiles, can then be shared among the members of the site. Social networking sites offer a free & easy way to create personal Web pages & fill them with content such as blogs, digital photographs, favourite music, short video clips, & much more. Social networks are formed as members link their Web pages to those of their friends & search through the vast number of sites in search of new friends who might share common interests.” (Barsky & Purdon, 2006)

2.3 Social Networking Services

Generally, the terms 'social networking service', 'social networking site', which can be abbreviated to SNS, or 'social networking tool' that can be abbreviated as SNT are used to call the websites or system that have the above functions. However, it is difficult to identify the differences of each term because nobody defines the terms clearly. In this thesis, the terms 'social networking tool' or 'social networking site' are employed as general ideas.

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Long before it became the commercialized mass information & entertainment juggernaut it is today, long before it was accessible to the general public, & certainly many years before Al Gore claimed he “took the initiative in creating” it, the Internet – & its predecessors – were a focal point for social interactivity.(Goble,2012)

Social networking sites are a type of virtual community that has grown tremendously in popularity over the past few years. When people join social networking sites, they begin by creating a profile, then make connections to existing friends as well as those they meet through the site. A profile is a list of identifying information. It can include a real name, or a pseudonym. It also can include photographs, birthday, hometown, religion, ethnicity, & personal interest. Members connect to others by sending a ‘friend’ message, which must be accepted by the other party in order to establish a link. ‘Friending’ another member gives them access to each others’ profiles. Members use these sites for a number of purposes. The main motive is communication & maintaining relationships. Popular activities include updating others on activities & whereabouts, sharing photos & archiving events, getting updates on activities by friends, displaying a large social network, presenting an idealized persona, sending messages privately, & posting public testimonials (Hiltz & Passerini, 2007).

While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information & communication tools, such as mobile connectivity, blogging, & photo or video-sharing (Boyd & Ellison, 2007).

Use of the social networking tools has greatly expanded & today it is much more likely that one’s friends & the people one would like to befriend are present in cyberspace. People are accustomed to thinking of the on-line world as a social space. Today, networking sites are suddenly extremely popular. & many information organizations are successfully utilizing the popularity of ‘Social Networking Sites’ & its ‘Services’ to be better than ever.

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2.4 Features of different SNSs

Fox & Naidu evaluated the usability of three of the most popular social networking sites MySpace, Facebook, & Orkut. All these three sites were ranked in the top ten SNSs by TopTenReviews in the same year. A comparative usability test was conducted across the three sites to evaluate first-time users' satisfaction, navigational efficiency, & general preferences. Results revealed issues related to confusing terminology, inadequate feedback & error messages, & improper link location impacted user performance & satisfaction. (Fox & Naidu,2009)

Hargittai discussed how people's demographic characteristics & the social surroundings of their uses might relate to the particular social network sites they embrace. The goal of this paper was to compare SNS users & non-users; the findings suggest some systematic differences in who chooses to spend time on such sites & who does not. In addition to contributing to the methodological & substantive study of SNSs, the findings in this article also address issues explored in the digital inequality literature. This article looked at the predictors of SNS usage, with particular focus on Facebook, MySpace, Xanga, & Friendster. Findings suggest that use of such sites is not randomly distributed across a group of highly wired users. A person's gender, race & ethnicity, & parental educational background are all associated with use, but in most cases only when the aggregate concept of social network sites is disaggregated by service. Additionally, people with more experience & autonomy of use are more likely to be users of such sites. Unequal participation based on user background suggests that differential adoption of such services may be contributing to digital inequality.(Hargittai,2007)

Ito figured out some of the important features of different social networking sites. Most SNSs provide a mechanism for users to leave messages on their friends' profiles. This feature typically involves leaving 'comments', although sites employ various labels for this feature. In addition, SNSs often have a private messaging feature similar to webmail. While both private messages & comments are popular on most of the major SNSs, they are not universally available. (Ito,2006)

Wheeldon mentioned that other activities offered by social networking sites include such services as multiplayer online games, polls, chat rooms & messaging services, all of which endorse the idea of

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communicating & interacting with others. Customization of user profiles, such as background images & page layouts also provides a way of interaction through expression (& sharing) of interests or the sharing of these graphics. Many social networking sites market on the increase in convergence technology & portability of today's technology. (Wheeldon,2010)

Donath & Boyd explained: "The profile & network of links are the fundamental features of these sites, but the specific instantiation varies from site to site. The examples & observations in this paper are drawn from several contemporary services, including Friendster, Orkut, Tribe.net, Ryze & LinkedIn. These sites undergo frequent redesign & new ones appear often. Most networking sites share a similar model of interpersonal links, i.e. they are mutual, public, & de-contextualised.(Donath & Boyd,2004)

Donath noted: "One significant draw of SNSs is the appeal of ceaseless novelty-of seeing blog entries, getting new comments, seeing what has changed. Perhaps the basic pleasure that social network sites provide is endless novelty in the flow of new people & new information, & the knowledge that someone is paying attention to you—social grooming for the information age."This paper presents signalling theory as a conceptual framework with which to assess the transformative potential of SNSs & to guide their design to make them into more effective social tools. It shows how the costs associated with adding friends & evaluating profiles affect the reliability of users' self-presentation; examines strategies such as information fashion & risk-taking; & shows how these costs & strategies affect how the publicly-displayed social network aids the establishment of trust, identity, & cooperation - the essential foundations for an expanded social world.(Donath,2008)

2.5 SNSs in use in Academic Libraries

Suraweera, Namali & Chouhan suggested that the "use of online social networks by libraries & information organizations is also increasingly prevalent & a growing tool that is being used to communicate with more potential library users, as well as extending the services provided to individual libraries." Various social networking sites like Facebook, Myspace, Orkut etc. can be used for this. Their web sites help people to build up network & relationships among themselves. In addition to these sites, various web 2.0 techniques may also be used to develop better relationships among people. Most of the library weblogs had some kind of statement of aims or purposes for the weblog &/or something about

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the intended audiences. Sometimes this was just a few words; sometimes a formal statement or short paragraph including information like; news or information for user's links to recommended Internet Resources, information about new books, research tips, etc. (Suraweera, Namali & Chouhan,2010)

Bejune & Ronan noted that “many libraries had been experimenting with social software prior to 2005, this philosophy of extending services & communication beyond traditional models became very prominent in the literature & practice after this date. A growing number of libraries have adopted social software as a way to further interact with library patrons & library staff.” This survey was designed to discover how many libraries & library staff are using social software & for what purposes, how those activities are organized & managed, & the benefits & challenges of using social software, among other questions. For this study social software was broadly defined as software that enables people to connect with one another online. The survey asked about ten types of applications: 1) social networking sites; media sharing sites; social bookmarking or tagging sites; Wikis; blogs; sites that use RSS (Really Simple Syndication) to syndicate & broadcast content; chat or instant messaging (IM) services; VoIP (Voice over Internet Protocol) services; virtual worlds; & widgets.(Bejune & Ronan ,2008)

Tripathi stated that the “web 2.0 tools should be used to enhance library services towards the users. It is imperative to evaluate the web 2.0 tools, decide which is best suited to a particular type of environment & then apply it. The judicious use of these tools in the libraries can really lead to their transformation in to active knowledge hubs. This will definitely help in eliminating library ennui, which is all pervasive among the user community & needs to be eliminated.” The present paper discussed the application of these tools in the libraries .It provides a reconnaissance of major academic libraries across the globe which have embraced these tools for connecting to the users. It discussed how Web2.0 tools can be used to woo patrons towards using the library resources & services. These can be of tremendous help for providing services to the distance learners. It also dwells upon how the library professionals can use them to keep abreast with the latest developments in the field. The paper also highlighted how these tools –blogs, RSS & Face book are being used at Library & Documentation Division, Indira Gandhi National Open University, India. Indira Gandhi National Open University (IGNOU) is one of the largest open universities of the world. It was set up by an Act of Parliament in 1985. It caters to the educational aspirations of about 2 million students. (Tripathi,2010)

Chapter 2: Literature Review

Calvi, Cassella & Nuijten reported that: “we nevertheless believe that in a few years’ time social networking platforms will become more effective for academic libraries to communicate with students & to deliver them new types of services. As technology evolves, social networking platforms become more & more diffuse, pervasive, & advanced & students get used to the idea that FB might also have an institutional function/goal.” This paper intended to explore the use of Facebook in university libraries by making an empirical analysis of current practices. The results of this study have shown that there is a very low degree of personalization among the cultural institutions that were analyzed, although their focus & scope was intrinsically different. With this paper, authors suggested to further extend the results coming from this study & apply it to academic research libraries. The analysis on current uses will help sample existing practices & will help derive some general ideas for future best practices. And this will help libraries to better profile themselves & communicate better with their old & new audiences. (Calvi, Cassella & Nuijten ,2010)

Mori, Sugiyama & Matsuo reported how University of Queensland librarians began a project to explore the potentials & possibilities of social networking software within a professional context. The focus of this exploration into SNSs is their usefulness as a tool for connecting with other library employees, rather than attempting to outreach to our far 'cooler' & perhaps cynical users, as the experience of others indicated that this type of SNS use could provide significant challenges for the new or uninformed user. There is much to suggest, in the literature, that SNSs can, & do, work very well in terms of offering new & augmented channels for professional networking & development for individuals in the workplace. In the literature, a comprehensive report of professional social networking was drafted, outlining not only the possibilities & potentials, but also the concerns & caveats, of this new technology within the library workplace. The report of this project has enabled not only the development of a comprehensive training class outline for UQ(University of Queensland) Library staff to learn the use of Facebook SNS technology, but development of further plans & projects around professional social networking has also begun, working under the guidelines established from the survey findings & readings. There is much room for growth & development of professional SNS use at UQ Library, & following the training & support derived from this project, library staff will continue to develop their skills & explore all that these new technologies have to offer.(Mori, Sugiyama & Matsuo,2005)

Smith encouraged using social networking tools to promote genealogy & local history collections & to instruct researchers in their use a wide variety of social networking tools as they are already being used

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

by genealogy & local history libraries to publicize their collections, services, & activities; to provide new forms of access to materials & services; to instruct their users in general research methods or in the use of specific materials; & to collaborate with researchers, other libraries, or other organizations. For each type of tool, the paper defines the tool, provides an example of the tool, identifies one or more genealogy or local history libraries already making use of the tool, & outlines the tool's potential benefits & drawbacks. We can approach a modern, comprehensive view of social networking by first identifying four primary enabling features: mobility/high-speed networking, the browser, the user, & the dynamic nature of the content. We can then identify four primary ways in which libraries & archives can use these tools to meet their needs. The dynamic nature of social networking makes it easier to disseminate news about library events, new or changed resources & services, & the need for patron support. The ability to digitize, display, & index documents & images makes it easier for libraries to provide improved access to collections. Social networking tools can be a prime component of user education, as it can reach those patrons who may never set foot inside the library's doors. Social networking tools facilitate communication among groups of people. That means that library staff themselves can use these tools to document standard work procedures & to keep each other updated on new resources. (Smith, 2010)

Fernandez & Villavicencio argued that there are many reasons why Information Literacy, Media Literacy, Web 2.0 tools & Social Networking should be viewed as complementary concepts, & their respective applications & tools made to mesh together smoothly. One reason is because of the radically changing ways in which information creation, communication, searching, retrieval & utilization are taking place. Another reason is because of the dramatic & widespread impact the new ICTs are having on all facets of life - life-long learning, not just in school, finding & keeping a job, raising a family, & soon. A third reason is because of the shifts in the traditional ways people use, access, produce, & share information, even in the short span of a few decades. A fourth reason is because the utilization of Web2.0 tools, Social Networking in helping to teach & to understand & Media Literacy & Information Literacy all helps citizens considerably to not only learn & understand & better, but also to spread the word with their friends & colleagues, as to how in dispensable learning how to manipulate information is for every citizen in this Digital Era. &, finally, because the specific goals & purposes unique to each of the three concepts (Social Networking, Information Literacy & Media Literacy) could be greatly enhanced if they were viewed as being mutually supportive, complementary paradigms, not competing ones - each being pursued in virtual isolation without regard to the other. The author presents a number of case examples

Chapter 2: Literature Review

to support her thesis, drawn largely from Spanish libraries & Spanish educational institutions that already are using Web 2.0 & Social Networking tools extensively to train people to become digitally competent. The ideas presented in this article, both the theories & best practices, are current insofar as the Spanish context is concerned, but the original arguments & supporting evidence put forth by the author at the aforementioned Granada UNESCO 2008 TTT workshop have been updated because of new developments & ideas that have occurred since the workshop took place.(Fernandez & Villavicencio,2010)

Creating a social media presence is quick & easy. It requires very little technical availability or skills. The more difficult part is keeping it up to date with engaging content, using it to provide value to users & thinking about how it intersects with other services. In a sense, the strategy behind the use of social media, or even about communication & engagement more generally where social media is the vehicle to provide this. (McLoughlin & Benn, 2013)

Finally, from the above discussion we can see, there are many similar studies, however none of that was in perspective of academic libraries of a 3rd world country. In this paper we shall try to discuss the study in more specific way.

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

Chapter 3: Perceptions and views of students

3.1 Introduction

This chapter presents the result of the survey. The data collected through the online survey were downloaded to Excel and then analyzed using the SPSS software for windows version 20.0. Descriptive statistics were used to analyze demographic characteristics of the students in relation to their opinion on SNS use in academic library. Kruskal-Willis test was conducted to further analyze the influence of demographic characteristics on SNSs use in Academic library.

3.2 Respondents

A total of 215 students have responded to the survey. Among the students 135 were male and 80 were female.

Figure 1 shows the gender distribution of the respondents (students).

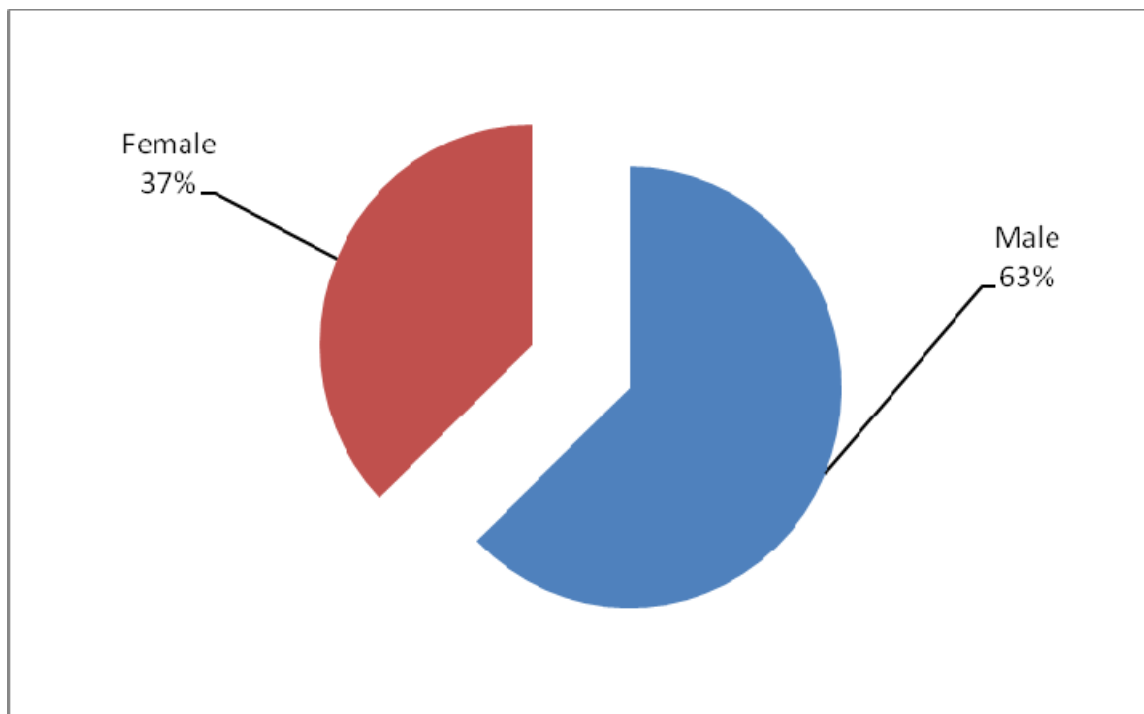


Figure 1: Gender of the respondents (students)

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

3.3 Personal ratings of computer skills

Figure 2 reveals the computer efficiency of the respondents. Figure 2 shows that most of the students' computer efficiency is at intermediate level and others' computer efficiency at advanced level.

Figure 2 reveals that most of the students' computer skills are at intermediate level (80%) and some of the students' are at advanced level.

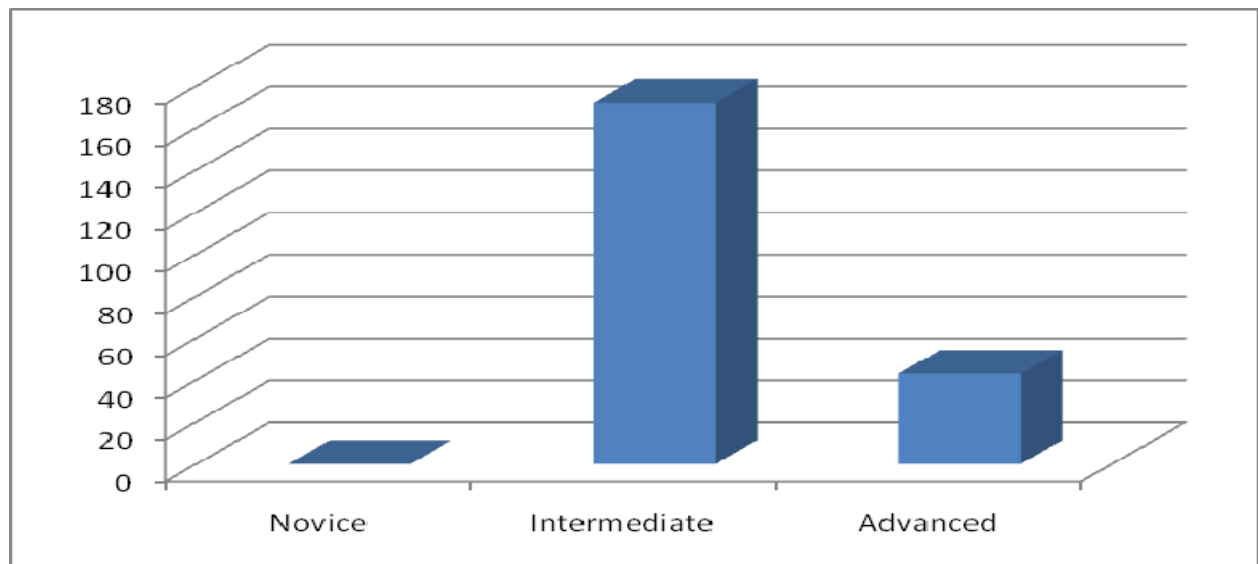


Figure2: Personal rating of computer skills (students)

3.4 SNS access place

Figure 3 indicates that most students accessed Internet at their home and residential hall. A significant proportion of students used Internet in university library (17.67%). Only 29.30% students answered that they accessed Internet in other places viz. Cyber cafe, cell phone, WIFI zone.

Chapter 3: Perceptions and views of students

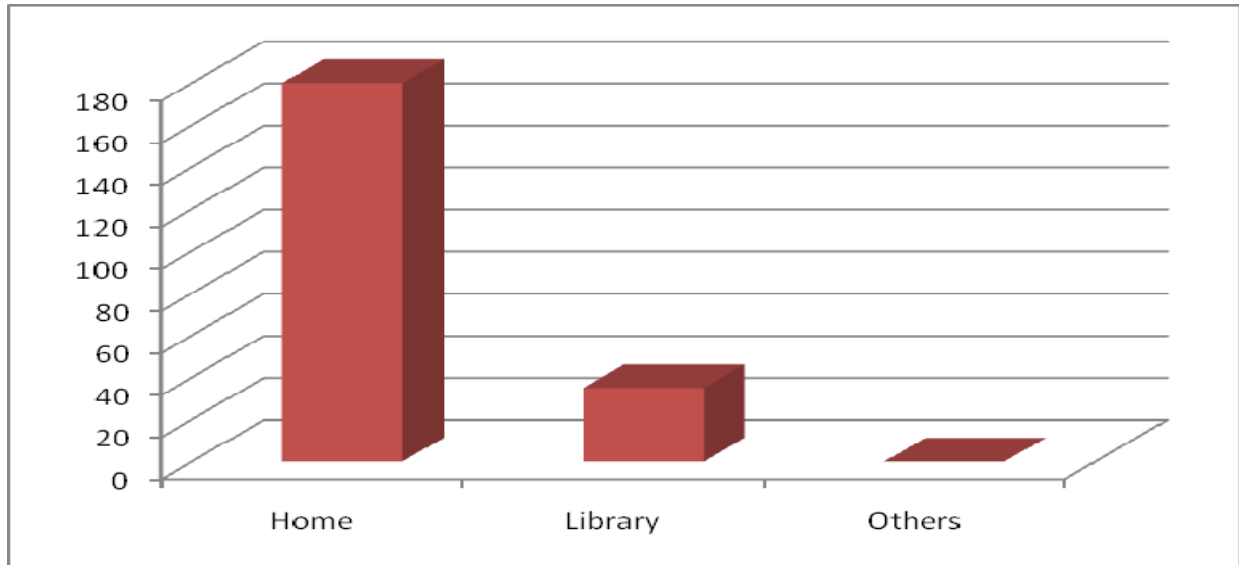


Figure 3 : Access to SNSs by students (multiple)

3.5 Profiles having in different SNSs by students

Figure 4 reveals that respondents used several SNSs simultaneously. Among them, Facebook (100%), google+ (63.26%) and Twitter (57.68%) are mostly used.

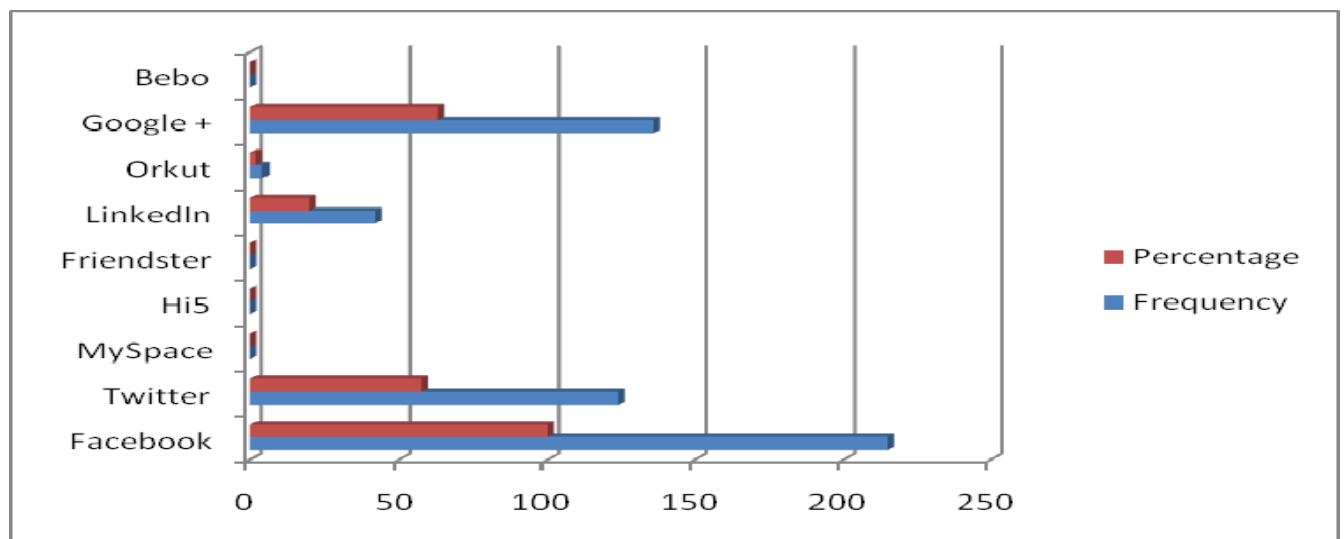


Figure 4: Students having profile in different SNSs (multiple responses)

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

3.6 Students membership duration with SNSs

Figure 5 shows students' membership duration with their favourite SNSs. The largest group of students was using social networking tools for more than 3 years. A fairly large group of students (27.44%) indicated that they were using them for 2-3 years, 9.76% were using them for 1-2 years, and 5.58% students were using

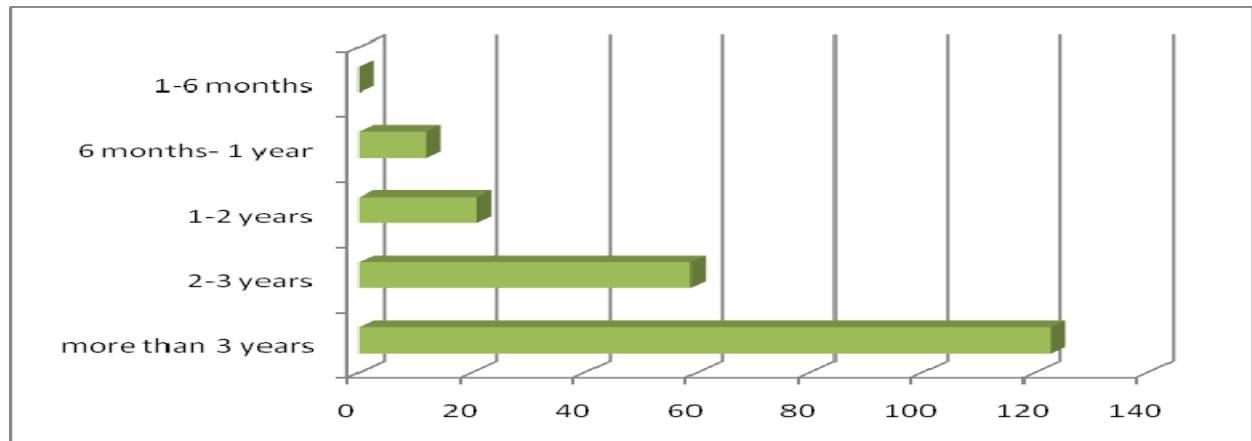


Figure 5: Students membership duration with SNSs

3.7 Students' log on frequencies to SNSs

Figure 6 indicates the frequency of using SNSs by students. The largest group of students (46.976%) indicated that they used them once every day, 42.790% answered that they used SNSs a few times every day, 10.234% used them a few times a week .

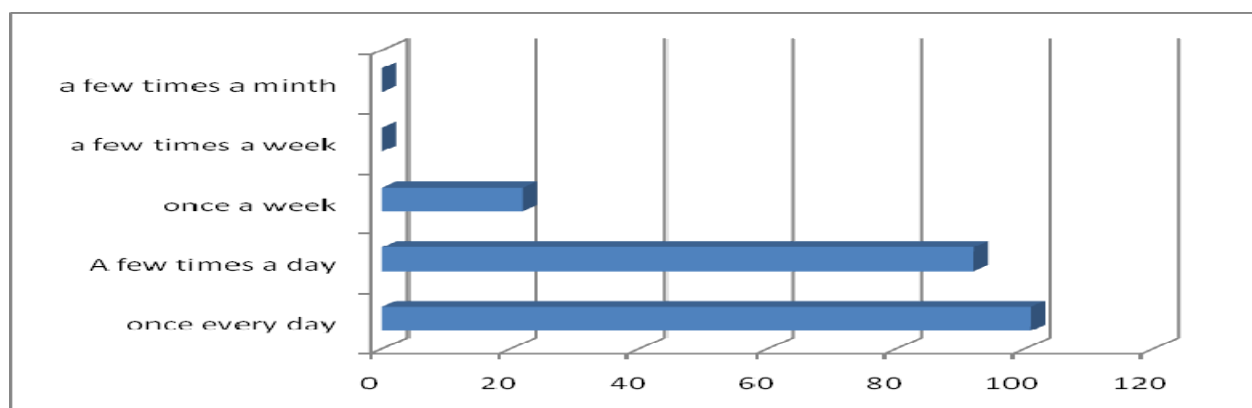


Figure 6: Students' log on frequencies to SNSs

Chapter 3: Perceptions and views of students

3.8 Most preferred section for potential SNS use in the library

Most of the students want to see SNS use in the library specially in the “Reference Section” (56.67%) and “Circulation Section”(42.32%). Figure 7 shows the frequency of preferred section by the students and the professionals.



Figure 7: Most preferred section for using SNSs in the library (students)

3.9 Most preferred SNS for providing library service

Most of the students think that “Facebook” is the best SNS for providing library service. Some other name came up as well. Table 1 shows the frequency of the most preferred SNS for library service by the respondents.

Table 1: Most preferred SNS for providing library service (students)

SNSs	Frequency	Percentage
Facebook	147	68.37
Twitter	24	11.16
MySpace	0	0
LinkedIn	10	4.65
Google +	34	15.82
others	0	0

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

3.10 Opinion on current library Services

Most of the students (66.05%) are not satisfied with the current library services and others think current services need improvement.

Figure 8 shows the opinion on current library service by the respondents.

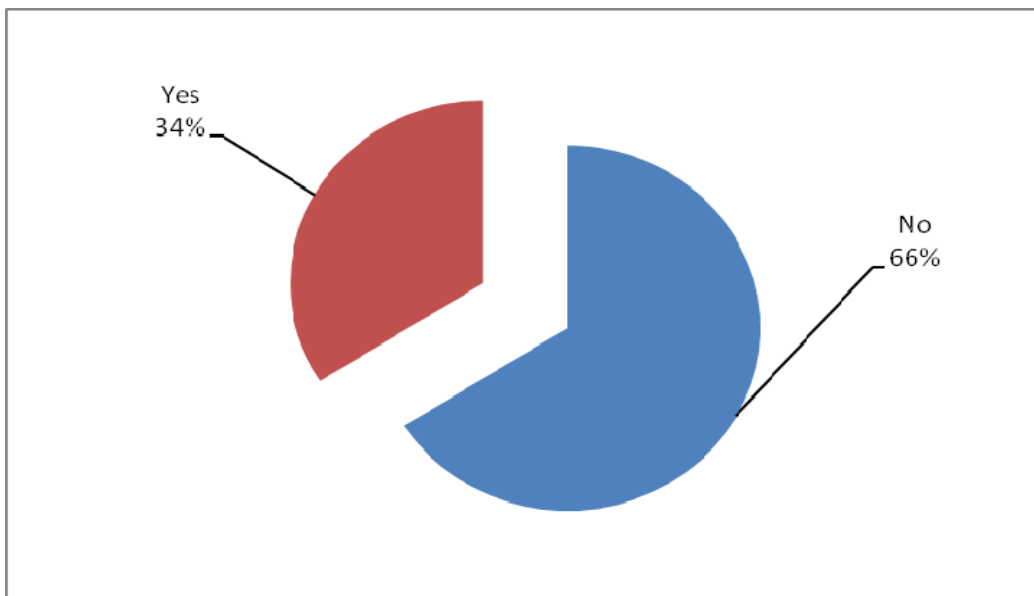


Figure 8: Opinion of the students on current library service

3.11 Ratings of student opinions of using SNSs as an academic library service tool

Overall, participants responded favourably to the degree to which a SNS could be used as an academic library service tool, with the greatest benefit coming in the form of increased communication among students and the professionals.

Chapter 3: Perceptions and views of students

Table 2: Students' opinions of using SNSs as an academic library service tool

Students opinion	Mean	Std. Deviation
SNSs can be useful in Library	5.35	.872
SNSs can improve communication between students and instructors	5.39	.739
SNSs can be used to help students collaborate in higher education courses	5.35	.681
SNSs will increase the mobility of library services	5.26	.766
Helpful in educational purpose	5.03	.914
SNSs could make library services more effective	5.78	.763

From the above table we can clearly see that all the ratings of the students' are in favor of using SNSs in academic library

3.12 Chapter Summary

The above study reveals that most of the students are skilled in using computer and became habituated in using SNSs. Therefore, they responded in favor of using SNSs in academic library as they think this might change the present scenario of DUL. The student think SNSs could make DUL more effective as SNSs offer many dynamic features.

Chapter 4: Perceptions & Views of Professionals

4.1 Introduction

This chapter presents the result of the survey among the respondents (professionals). The data collected through the online survey were downloaded to Excel and then analyzed using SPSS software. Descriptive statistics were used to analyze demographic characteristics of the professionals in relation to their opinion on SNS use in academic library. Kruskal-Willis test was conducted to further analyze the influence of demographic characteristics on SNSs use in Academic library.

4.2 Respondents

A total of 50 information professionals have responded to the survey. Among them 37 were male and 13 were female.

Figure 9 shows the gender distribution of the respondents (professionals).

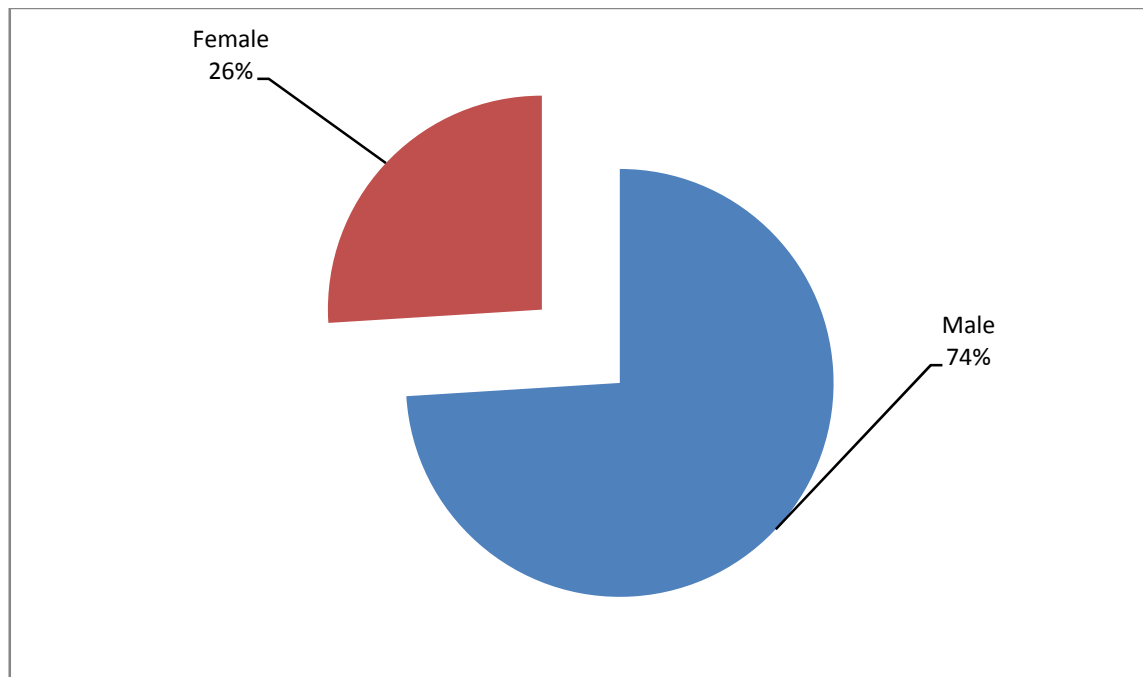


Figure 9: Gender of the respondents (professionals)

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

4.3 Personal ratings of computer skills

Figure 10 reveal the computer efficiency of professionals.

Figure 10 shows that most of the professionals' computer efficiency is at intermediate level (80%). Few of them were at advance level.

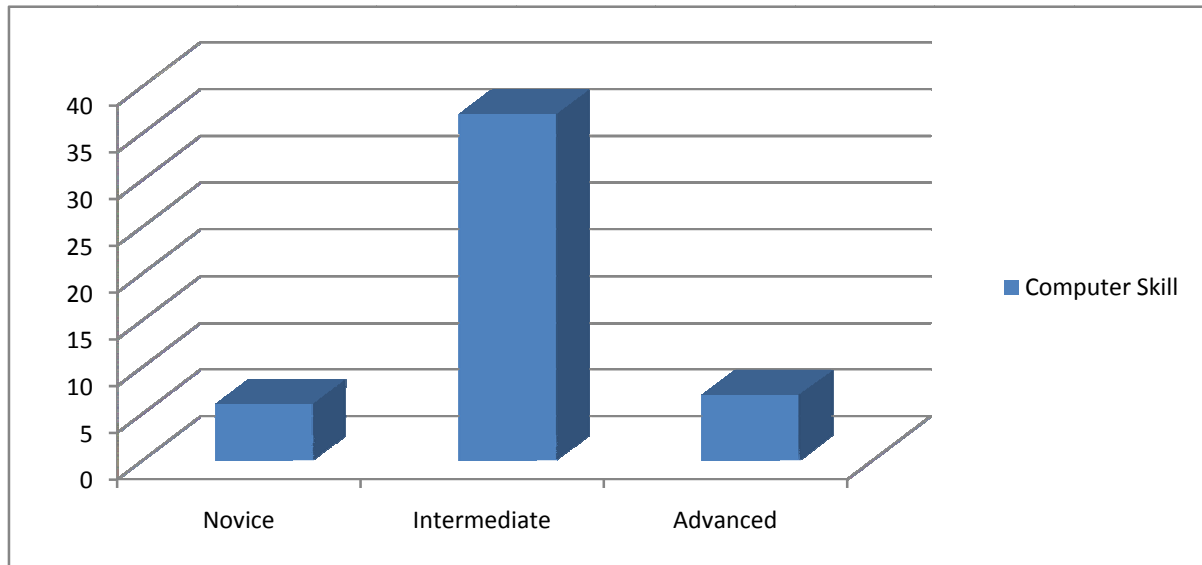


Figure 4: Personal rating of computer skills (professionals)

4.4 SNS access place

Figure 6 indicates most of the professionals accessed internet from their office (library). Only 10% professionals answered that they accessed internet from their home.

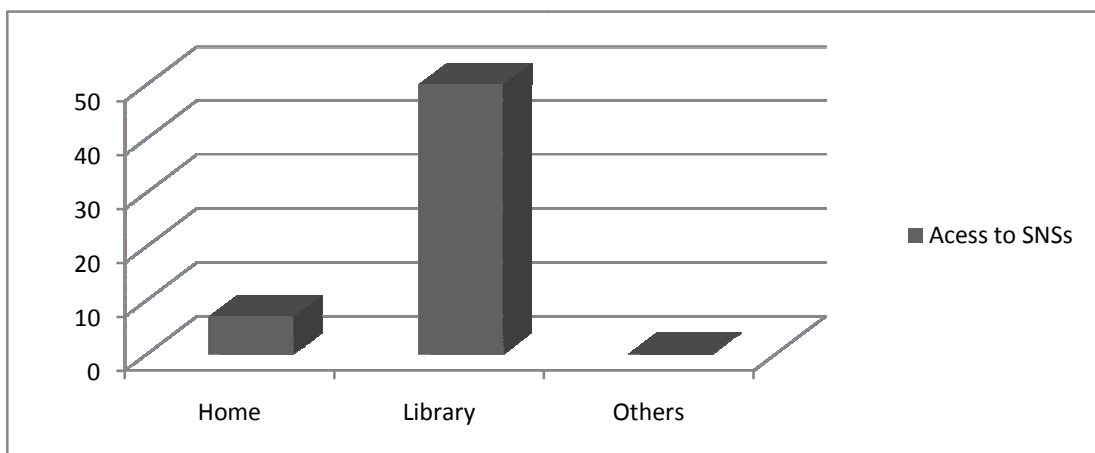


Figure 6 : Access to SNSs by professionals (multiple)

Chapter 4: Perceptions & Views of Professionals

4.5 Most preferred section for potential SNS use in the library

Most of the professionals want to see more use of SNSs in the “Circulation Section” (54%). Figure shows the frequency of preferred section by the professionals.

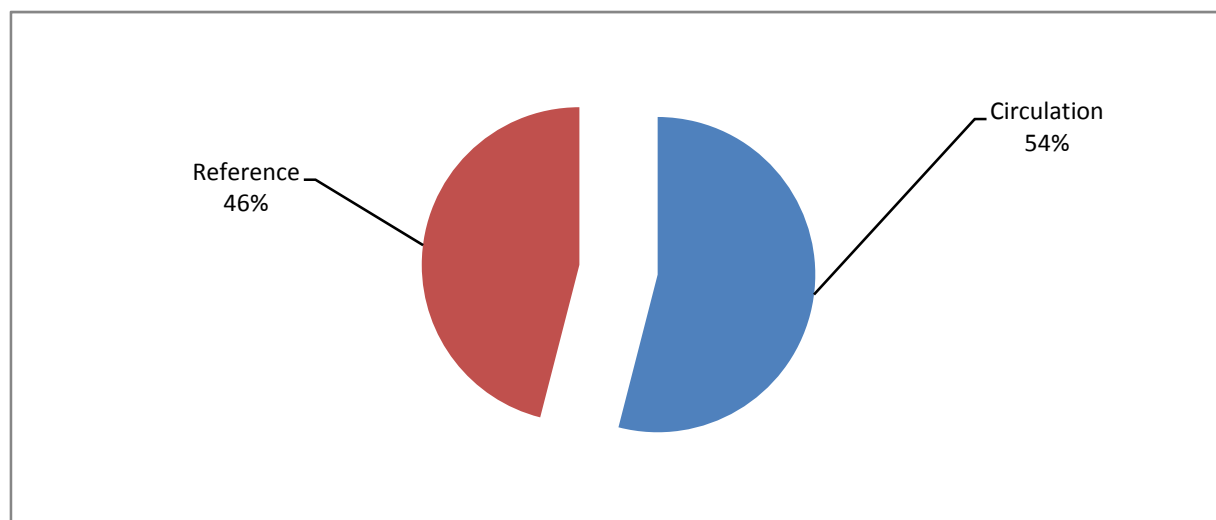


Figure 11: Most preferred section for using SNSs in the library (professionals)

4.6 Most preferred SNS for providing library service

Most of the professionals think that “Facebook” is the best SNS for providing library service. Some other name came up as well.

Table 2 shows the frequency of the most preferred SNS for library service by the respondents.

Table 2: Most preferred SNS for providing library service (professionals)

SNSs	Frequency	Percentage
Facebook	147	68.37
Twitter	24	11.16
MySpace	0	0
LinkedIn	10	4.65
Google +	34	15.82
others	0	0

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services**4.7 Opinion on current library Services**

Most of the professionals (78%) are satisfied with the current library services and others think current services need improvement.

Figure shows the opinion on current library service by the respondents

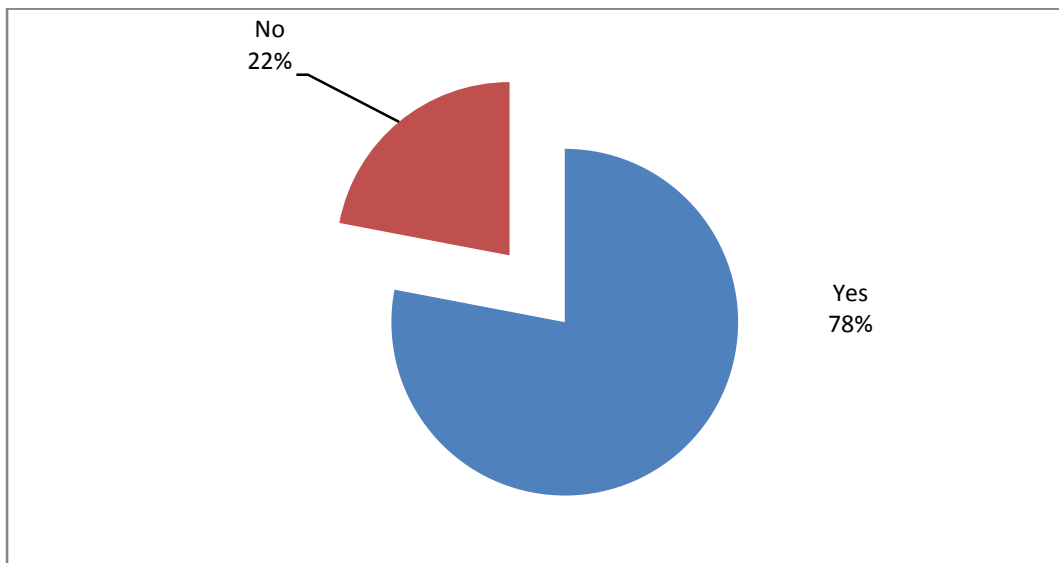


Figure 13: Opinion of the professionals on current library services

4.8 Ratings of professionals' opinions of using SNSs as an academic library service tool

Overall, participants responded favorably to the degree to which a SNS could be used as an academic library service tool, with the greatest benefit coming in the form of increased communication among students and the professionals.

Chapter 4: Perceptions & Views of Professionals

Table 4: Professionals' opinions of using SNSs as an academic library service tool

Professionals' opinion	Mean	Std. Deviation
Easy communication between users and information professionals	4.22	.679
SNSs are useful for your library	4.82	.629
Helpful in educational purpose	4.84	.681
Useful in collecting feedback from users	5.12	.594
Helpful in providing information of DUL activities	5.00	.728
Fast service providing is possible	4.90	.886
User can be up to date with latest information	5.24	.591
SNSs will place the DUL at the door of the users	5.00	.904
SNSs could make the library services more effective	5.54	.503
SNSs could promote your library	5.00	.639

From the above table we can clearly see that all the ratings of the professionals' are in favor of using SNSs in academic library.

4.9 Chapter Summary

The chapter reveals the demographic characteristics of the professionals. The professionals mainly use SNSs from their office, therefore they responded to the degree to which a SNS could be used as an academic library service tool. Because they think SNS could make the relation between them and the students could be better and therefore they could make DUL more effective.

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

5.1 Introduction

This chapter reveals the findings from the study and test result of the hypothesis of the study. The data has been collected from students from various department of DU and professionals from DUL. This chapter tries to point out the findings of the study.

5.2 Ratings of student opinions of using SNSs as an academic library service tool

Participants responded favourably to the degree to which a SNS could be used as an academic library service tool, with the greatest benefit coming in the form of increased communication among students and the professionals.

Hypotheses

In order to determine the influence of respondents' demographic characteristics on their opinions on using SNSs in academic library services, the following null hypotheses are tested:

H1 There is no significant relevance among respondents' in terms of their opinions on use of SNSs in academic library services;

H2 Respondents are not keen to see use of SNSs in academic library services;

Table 5 and 6 presents the results of Kruskal-Wallis test for differences among students and professionals on their opinions on using SNSs for academic library services. There is no significant difference among the respondents in case of their opinions on usefulness of SNSs in academic library. The reason is that the mean rank scores of the respondents are quite same in the matter of using SNSs in academic library services.

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

Table5: Students' opinions of using SNSs as an academic library service tool

Students' opinion	Variance	Kurtosis	
	Statistic	Statistic	Std. Error
SNSs can be useful in Library	.761	-.347	.330
SNSs can improve communication between students and instructors	.547	-.056	.330
SNSs can be used to help students collaborate in higher education courses	.463	-.186	.330
SNSs will increase the mobility of library services	.586	.010	.330
Helpful in educational purpose	.835	-.233	.330
SNSs could make library services more effective	.583	.543	.330

Table 6: Professionals' opinions of using SNSs as an academic library service tool

Professionals' opinion	Variance	Kurtosis	
		Statistic	Std. Error
Easy communication between users and information professionals	.461	-.778	.662
SNSs are useful for your library	.396	-.473	.662
Helpful in educational purpose	.464	.093	.662
Useful in collecting feedback from users	.353	-.106	.662
Helpful in providing information of DUL activities	.531	-.079	.662
Fast service providing is possible	.786	-1.006	.662
User can be up to date with latest information	.349	-.378	.662
SNSs will place the DUL at the door of the users	.816	-.977	.662
SNSs could make the library services more effective	.253	-2.057	.662
SNSs could promote your library	.408	-.424	.662

5.3 Discussion

The analysis of data suggests that those students who use internet are also likely to use SNSs. They are also keen in using SNSs in academic library. The professionals are also very keen in using SNS as an academic library tool. But there are some differences in their opinions on using SNS as an academic library tool.

5.4 Respondents

Both professionals and users (students) responded to the survey. The responses gathered from them and interpreted in the previous chapter.

5.5 Respondents personal computer skills and access to SNSs

Most respondents' computer skill is at intermediate level. Some students considered their skill to be advanced users and a few were novices. Students' preference of using SNSs was mainly at their homes and residential halls. Many also considered the university library, cyber cafés and TSC as their preferred areas. The professionals' preference for using SNSs was mainly from library.

5.6 SNS use by the students

Students are using SNSs for various purposes including academic purpose. Most of them log in to SNSs a few times every day. Most of them are using SNS for more than 3 years. However using SNSs for library purposes is still a rare occurrence due to lack of initiatives by the authority to exploit such a potential prospect.

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

5.7 Prospect of using SNSs in academic library services

SNSs can be a great tool for academic libraries. The capacity and features of SNSs can support academic libraries in their services. Students can access course-related materials using SNSs from anywhere. SNSs can be useful for getting feedback from the users' and improve communication between students and professionals. SNSs can be used for providing current information about the library and so on. Library services could be more effective.

5.8 Respondents interest in using SNSs in academic library

Due to lack of chance a few students are using SNSs for any kind of library services. Introducing SNSs in academic library services could be helpful for both professionals and students as it would open a vast field where professionals can improve themselves and with them improving the library as well. The students would get their required information timely and easily as SNSs are familiar to them and they feel easy using SNSs. The study shows that both the professionals and students are very keen to see SNSs in academic library services.

5.9 Chapter Summary

The findings of this chapter show that that there is no difference among respondents' opinion on using SNSs in academic library services. The respondents are keen to see the use of SNSs in DUL as they think this could change the scenario of DUL.

Chapter 6: Conclusions

6.1 Introduction

The final chapter reveals the overall findings of the study, and sheds light on the major findings of the study to answer the research questions which was designed and formulated in chapter 1. The research tries to find out the potentiality of SNSs in DUL. The rest of this chapter is structured as follows: the second section answers three research questions. The third section discusses about the implication of the research. The fourth section describes the limitation of research and the final section of this chapter discusses about direction for future research.

6.2 Answer to the research questions

RQ1: How many SNSs are being used by the users of DUL?

Answer: The users of DUL are using several SNSs every day. Based on the study we can see that almost every student uses “Facebook”. Many of them use “twitter” and “google+” and some of the student uses “Linkedin”. All the students participated in the study use at least 2 SNSs.

RQ2: What are likely to be the potentialities of SNSs usage in DUL?

Answer: Based on the findings of the study we can say that every student of DU use SNSs. Shows that SNSs are becoming a part of their daily life. Therefore, it can be said that SNSs will bring the library a lot closer to its’ users and the communication between the users and professionals will be better than ever.

RQ3: What are likely to be the role of SNSs in providing LIS services in DUL?

Answer: The results indicate that SNSs could play a vital role in DUL by providing some library services more effectively than the traditional system, like: quick reference service, Current Awareness Service (CAS), announcements etc. In addition, the user could do a lot more library work with the help of SNSs. Due to lack of space in DUL, SNSs could play a vital role to make DUL an effective academic library. Thus using SNSs in the academic library service could enable DUL to provide better service to the users. And with an effective DUL, DU could thrive towards achievement with excellence.

Assessing the Potential use of Social Networking Sites (SNSs) in academic library services

6.3 Implications

As from the analysis, it is clear that students who are connected to Internet are also connected to SNSs. They are using these SNSs for various purposes. Students also seem keen in using SNSs as academic Library tools. In many cases, they are interested in exploring the academic library with the dynamic features of SNSs for educational use. Thus, the following recommendations are made to foster the use of SNTs for academic purposes.

6.3.1 Students' approach

Students use SNSs mostly to pass their idle time and to communicate with their friends and other people. They can also use these tools for academic purposes. They can communicate and share their opinion about the library with the professionals from the library using various features of SNSs. They can share their requirement using various SNS features. Using chatting option, they can consult with the professionals. Students can join study groups with students of similar courses and can share their knowledge. Students can express their problems to the respective professional using inbox messaging option. Many libraries and information institutions now have their own fan pages on SNS sites. Students can follow these pages to get updated information about them. Also, students can search the library catalogues to get information about the books and journal articles they require.

6.3.2 Information professionals approach

To keep pace with modern technologies, information professionals need to promote the use of latest technologies. They also need to attract students to make them aware of the services offered by the library. Academic libraries can create fan pages of their institutions and can keep them updated. The fan pages should also provide link to library's OPACs.

Chapter 6: Conclusions

6.4 Limitations of the study

The main limitation of the study was that DUL doesn't use any kind of SNSs in their activity. So it was difficult to find out about the potential implications of SNSs in DUL. The study covers only DUL due to lack of fund and time. Furthermore the research mainly looks at the potentiality of SNSs in DUL but the scenario could lie in the perception of all academic libraries in Bangladesh.

6.5 Further research

Uses of SNSs in academic library services are not well defined. More research is needed to understand the full potential of these SNSs in academic libraries. There is a huge popularity of Facebook among Dhaka University students. It is also important to explore how Dhaka University Library can use this tool to connect with the students and faculties. The present study provides directions for further research:

- To expand the area of research to incorporate all the academic library of Bangladesh.
- Future research may combine different methods to get different perspectives and a lot more information on the topic.

6.6 Chapter Summary

SNSs have emerged as the most powerful social networking tool in this era. Now it is a matter of fact that students have become heavily involved with this technology. This research revealed how students want to see SNSs to serve the academic purpose through academic library. Overall, students' showed a positive attitude in using SNSs in academic library. Most students feel that SNSs can be useful for their courses as well as these tools can improve communication between and among students and libraries.

Although students' opinions on using SNSs are positive but the use of SNSs in academic library services is not well defined. Thus, more research is needed to explore the ways how SNSs can be used in academic libraries.

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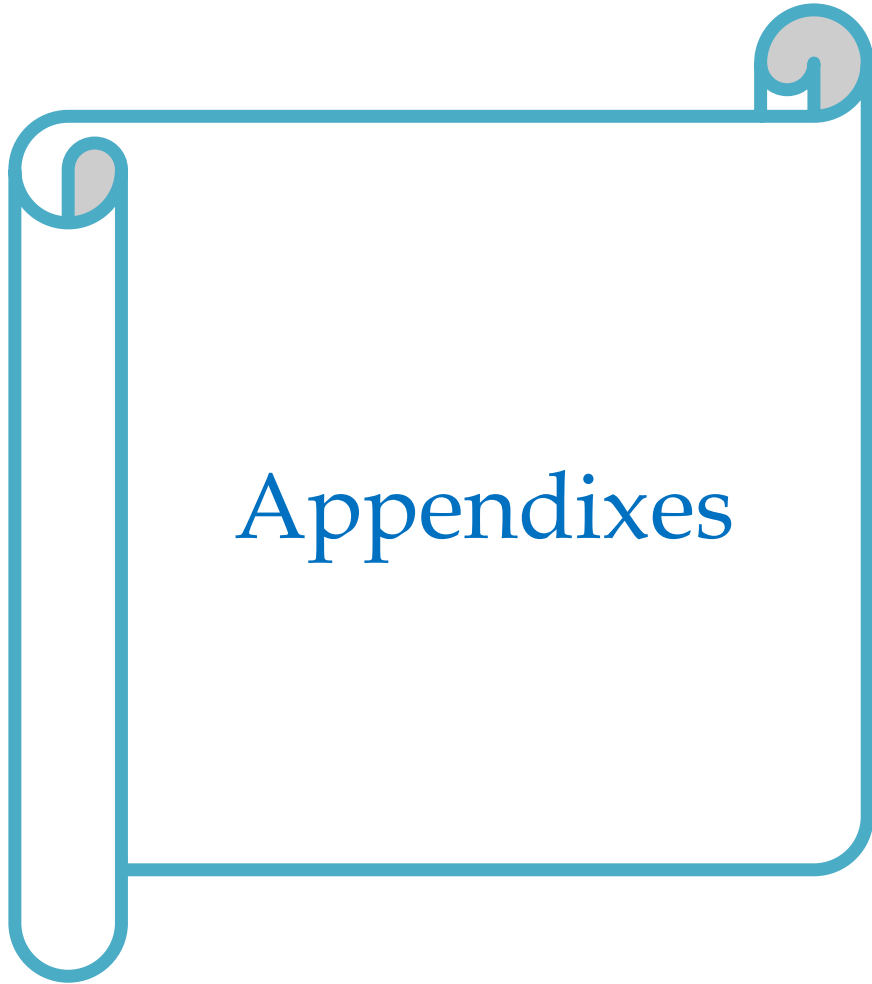
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Appendixes

(Questionnaire for the Professionals)

A Questionnaire

on

**"Assessing the Potential use of Social Networking Sites(SNSs)
in academic library services: A case study of Dhaka University
Library"**

The aim of this questionnaire is to assess the potentiality of SNSs in library services of Dhaka University Library. I am asking for 5 to 10 minutes from you to complete the questionnaire.

Section-A: Personal Information

[**Please put tick mark (√) where necessary**]

Name (Not Mandatory):

Designation: _____

Sex: Male Female

Age group: 18-28 29-39 40-50 above 50

E-mail:

Phone Number (Not Mandatory): _____

Other Information:

1. Personal rating of computer skills:

- Novice
- Intermediate
- Advance

2. Would you please specify from where you use and access to SNSs :

- Library
- Home
- Others (please Specify):_____

Section-B:The potential use of SNSs in your library

3. Please indicate the section where library professionals need to use SNSs more?-

- Reference section
- Circulation section
- Acquisition section

4. According to you which SNS site is best suitable for providing library services?-(You can choose from the following or otherwise mention your choice)

- Facebook
- Twitter
- Myspace
- Linkedin
- Google+.
-

5. Are you satisfied with your current library services?-

- Yes
- No

[Please indicate your level of agreement with the following statements ranging the Likert scales below:]

1= strongly disagree

5= somewhat agree

2= disagree

6=agree

3=somewhat disagree

7=strongly agree

4=neither agree nor disagree

Section C : Advantages of using SNSs in DUL

6. Statements:

Easy communication between users and

information professionals 1 2 3 4 5 6 7

SNSs are useful for your library 1 2 3 4 5 6 7

Helpful in educational purpose 1 2 3 4 5 6 7

Useful in collecting feedback from users 1 2 3 4 5 6 7

Helpful in providing information of DUL
activities 1 2 3 4 5 6 7

Fast service providing is possible 1 2 3 4 5 6 7

User can be up to date with latest
information 1 2 3 4 5 6 7

SNSs will place the DUL at the
door of the users 1 2 3 4 5 6 7

SNSs could make the library services more
effective 1 2 3 4 5 6 7

SNSs could promote your library 1 2 3 4 5 6 7

Thank you for your time and kind co-operation. Your opinion will help me to shape my research.

Signature of the respondent:_____

Date:_____

**(Questionnaire for the Students)
A Questionnaire**

on

**"Assessing the Potential use of Social Networking Sites(SNSs)
in academic library services: A case study of Dhaka University
Library"**

The aim of this questionnaire is to assess the potentiality of SNSs in library services of Dhaka University Library. I am asking for 5 to 10 minutes from you to complete the questionnaire.

Section-A: Personal Information

[**Please put tick mark (√) where necessary**]

Name (Not Mandatory): _____

Level of education: _____

Sex: Male Female

Age group: 18-28 29-39 40-50 above 50

E-mail:

Phone Number (Not Mandatory): _____

Other Information:

1. Personal rating of computer skills:

- Novice
- Intermediate
- Advance

2. Do you use SNSs?

- Yes
- No

3. Would you please specify from where you use and access to SNSs:

- Library
- Home
- Others (please Specify):_____

4. Do you have a profile on any of the following SNSs?

- Bebo
- Facebook
- Friendster
- Google+
- Hi5
- LinkedIn
- MySpace
- Orkut
- Twitter

5. How long have you been using social networking sites?

- Less than a month
- 1 - 6 months
- 6 months to one year
- 1 - 2 years
- 2 - 3 years
- More than 3 years

6. How often do you usually log on to your favourite SNSs?

- A few times everyday
- At least once a day
- A few times a weak
- At least once a week
- Once a month

Section-B:The Potential Use of SNSs in your library

8. Please indicate the section where you want to see the use of SNSs more?-

- Reference section
- Circulation section
- Acquisition section

9. According to you which SNS site is best suitable for providing library services?-(You can choose from the following or otherwise mention your choice)

- Facebook
- Twitter
- Myspace
- Linkedin
- Google+.
- Others : _____

10. Are you satisfied with your current library services?-

- Yes
- No

[Please indicate your level of agreement with the following statements ranging the Liker scales below:]

1= strongly disagree

5= somewhat agree

2= disagree

6=agree

3=somewhat disagree

7=strongly agree

4=neither agree nor disagree

Section C: Average ratings of student opinions of SNSs as an academic library

tool :

SNSs can be useful in Library 1 2 3 4 5 6 7

SNSs can improve communication

between students and instructors 1 2 3 4 5 6 7

SNSs can be used to help students collaborate

in higher education courses 1 2 3 4 5 6 7

SNSs will increase the mobility of

library services 1 2 3 4 5 6 7

Helpful in educational purpose 1 2 3 4 5 6 7

SNSs could make library services more

effective 1 2 3 4 5 6 7

Thank you for your time and kind co-operation. Your opinion will help me to shape my research.

Signature of the respondent: _____

Date: _____