

*The Perception of ODL Students towards the Use of Social Media Networking
Systems*

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Abstract

Social media has completely changed the way in which people communicate and share information. Social media is also an excellent manner in building businesses, relationships and connecting with other people around the world. Due to the growth in social media platforms and the increase in the use and access to social media, this study investigated students' perceptions regarding the use of social media networking systems during their time of study at an Open Distance Learning (ODL) tertiary institution. The study also investigated the attitude students have towards the ease of social media systems and whether they believe it will be an effective and easy way of obtaining and studying course content. In order to establish the ease of working with social media systems, the Technology Acceptance Model (TAM) was implemented by making use of the six technology constructs. In order to achieve the objectives of the study, a survey was distributed to 221 students that have previously attended a tutorial class in order to assure that they are familiar with the procedures, tutors and related course work. It was found that students perceive the ease of use as being the most important factor to consider when they are using social media systems.

Keywords: *ODL, social media, social media networking systems, teaching, education, TAM.*

1. Introduction and Objectives

The use of internet-based social networking systems have enabled companies, consumers, institutions and many more to communicate with hundreds, even thousands of other people around the world about a specific topic, product or issue at any point in time (Mangold & Faulds, 2009:357). Social media systems therefore do not only make it easier for companies to communicate with their consumers, but also makes it easier for tertiary institutions to communicate related course work to their students, to encourage discussion between and among students and to address administrative issues (Moran, Seaman & Tinti-Kane, 2011:4; Adamson, 2012). Shen, Laffey, Lin and Huang (2006:270) further indicated that online learning through means of various social media systems has become a very common educational format to use, by both tertiary institutions and their students around the world, due to its flexibility of time and place. Social media systems therefore have the ability to enable teachers and students to collaborate and share information at any time convenient to them (Adamson, 2012).

Hobbs (2004:42) stated that the moment when teachers in a tertiary institution make use of online videos, clips, web sites, newspapers and/or magazines in teaching relevant course work or when they involve students in creating media productions through using video cameras, smart phones or computers, it may motivate the student's interest in the subject, create better and more effective communication, as well as develop critical-thinking, personal and social skills. Adamson (2012) further stated that although social media systems might change the focus of education from a single student to a group of students, students' individual learning experience is enhanced through collaboration and informal learning with their peers. However, Picardo (2011:1) indicated that the use of social media systems in the tertiary institution can lead to a loss of control for many teachers as they experience social media systems as being highly disruptive. The reason for this might be that students are more familiar with using different social media tools whereas teachers might not be and they therefore feel that they will not be able to control students online (Picardo, 2011:1).

King, Duke-Williams and Mottershead (in Picardo, 2011) indicated that the main reason some teachers in tertiary institutions resist against the adoption of social media systems is due to their lack of knowledge thereof, as well as the little part that it plays in both their professional and personal lives. Therefore, the challenges that are faced by some tertiary institutional teachers would be to develop new teaching and learning strategies that integrate the use of social media systems, which will allow them to focus on learner-centred strategies, rather on the traditional teacher-centeredness strategies.

Previous research that was done by Moran *et al.* (2011:4) indicated that almost all tertiary institutions are aware of social media sites and more than 75% visited a social media site within the past month for their personal use and almost 50% posted some form of content. Ninety percent of tertiary institutions are using social media in courses they're teaching or for their professional careers outside the class room (Lepi, 2012:2). The purpose of this study however is to determine students' perceptions on the use of social media networking systems during their time of study at an open distance learning (ODL) tertiary institution. Therefore, the objectives are as follow:

- To determine the perception of students' on the effectivity of social media as a lecturing tool.
- To determine the utilisation of social media by students.
- To investigate the relationship between social media as a lecturing tool and the private use of social media by students.

The following section reviews the scope of social media, as well as the different types of social media systems and the influence thereof on students. The empirical findings and the discussion of the findings appear in the latter part of the paper.

2. Overview of social media

To some, the term social media seems like a new phenomenon, however it is not. Social media already started in the late sixties, early seventies (Borges, 2012:2). Since the introduction of social media systems, thousands, even millions of users have been attracted, many of whom have integrated these systems into their daily, personal and professional lives (Boyd & Ellison, 2008:210). The term social media is defined by Boyd and Ellison (2008:211) as "... web-based services that allow individuals to construct a public or a semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system". Mangold and Faulds (2009:357) further defined social media, also known as 'consumer-generated media', as "... a variety of new sources of online information that are created, initiated, circulated and used by consumers intent on educating each other about products, brands, services, personalities and issues".

Social media consists of a number of online, word-of-mouth forums which include; blogs, company-sponsored discussion boards and chat rooms, consumer-to-consumer email, consumer-product or service rating websites and forums, Internet discussion boards and forums, moblogs (sites containing digital audio, images, movies, or photographs), and social networking websites, only to name a few (Mangold & Faulds, 2009:358). The main technological features among these social media systems are more or less the same; however the cultural image that is build around each social media system differs. A number of social media systems support the maintenance of pre-developed social networks, however others help strangers to connect based on mutual interests, religious or political views or activities. Several social media systems cater to different viewers, whilst others attract people based on their language or mutual, religious, racial, sexual or nationality based identities. Social media systems also differ in the degree to which they integrate new information and communication tools, such as mobile connectivity, blogging, and photo and video sharing (Boyd & Ellison, 2008:210).

According to Larson (2012), the five most popular social media systems are firstly Facebook with 901 million users, second is Twitter with 555 million users, third is Google+ with 170 million users, fourth is LinkedIn with 150 million users and lastly is Pinterest with 11.7 million users. These users can further be broken down into the following estimated age categories as summarised in Table 1 (Larson, 2012).

Table 1: Estimated users age

Social Media Type	Estimate User Age					
	13-17	18-25	26-34	35-44	45-54	55+
Facebook	11%	29%	23%	18%	12%	7%
Twitter	4%	13%	30%	27%	17%	9%
Google+	9%	23%	35%	15%	11%	7%
LinkedIn	0%	18.1%	31.2%	24.8%	15%	10.5%
Pinterest	3%	6%	28%	28%	25%	11%

From the table above it is clear that people are aware of social media systems and that they use these systems in some or other way, for either personal or professional purposes. The use and benefits of social media systems are discussed next.

The use and benefits of social media systems

Jackson (2011) indicated that the use of social media websites in classrooms can have a positive psychological effect on students. He further found that the moment when students are allowed to answer questions by using for example Twitter, they felt less pressured even though the answer is wrong. Social media enabled teachers to manage social concerns and to develop a safe learning environment where everybody has the ability to teach (Jackson, 2011).

Table 2 summarises the ways in which social media systems can be implemented in teaching, as well as the benefits thereof.

Table 2: Uses and benefits of social media systems

Type of Social Media System	Description of use and benefits
Facebook	<ul style="list-style-type: none"> • Improve communication by enabling students to easily message teachers and other students with questions • Easily integrate class projects with facebook through the sharing of books, reviews and promoting student work • Use facebook applications and groups in order to make learning and studying easier and more enjoyable for students • Create a Facebook page where you can schedule events, post notes and remind students of important dates and due dates • Be a news source by posting status updates and follow other media and well-known leaders
Twitter	<ul style="list-style-type: none"> • Post additional materials such as links to articles and videos in order for students to continue with their learning even if classes are over • Setting-up specific feeds to enable all students to see and monitor certain events • Develop a feed for your students in order to tweet about important dates, upcoming events and assignments as well as class news

	<ul style="list-style-type: none"> • Connect with other students, teachers as well as parents in order to increase communication and build community • Follow tweets of other educators' in order to keep up with the latest teaching trends, to get ideas and to support one another • Share ideas and collaborate with teachers and students from other classes, schools and departments
Pinterest	<ul style="list-style-type: none"> • Use community boards for group projects as well as brainstorming to enable a number of users to save their resources in one place • Allow and encourage students to use Pinterest for presentations and projects • Search for inspiring tips on how to organise and decorate your classroom • Search, find, pin and organise images, projects, videos, stories etc for future classes and projects
YouTube	<ul style="list-style-type: none"> • Search for video-clips under specific topics that can be used in the classroom to give a lesson in a more memorable way • Organise playlists to enable students to easily find and watch all relevant and approved videos on a topic • Record lessons and post them on YouTube in order for students to review them whenever they want to • Create interactive videos by adding quizzes, comments etc to it

Source: Lepi, K. (2012).

Although tertiary institutions might be aware of the different uses and benefits of social media, it is still important to get the students' perception on using social media systems in their tuition. According to Picardo (2011) students perceptions and use of technology may also play a part in the absence of social media in schools. A question still stands, 'Do students wish to interact with their teachers online'? The answer to this question may be more complex than it initially appears to be, as the participation of students in a network should be voluntary in order to ensure that the necessary quality of interaction and cooperation is obtained, in order to improve teaching and learning. However, a problem can arise if a number of students decide not to participate in either a school-managed learning environment or in a personal learning network (Picardo, 2011).

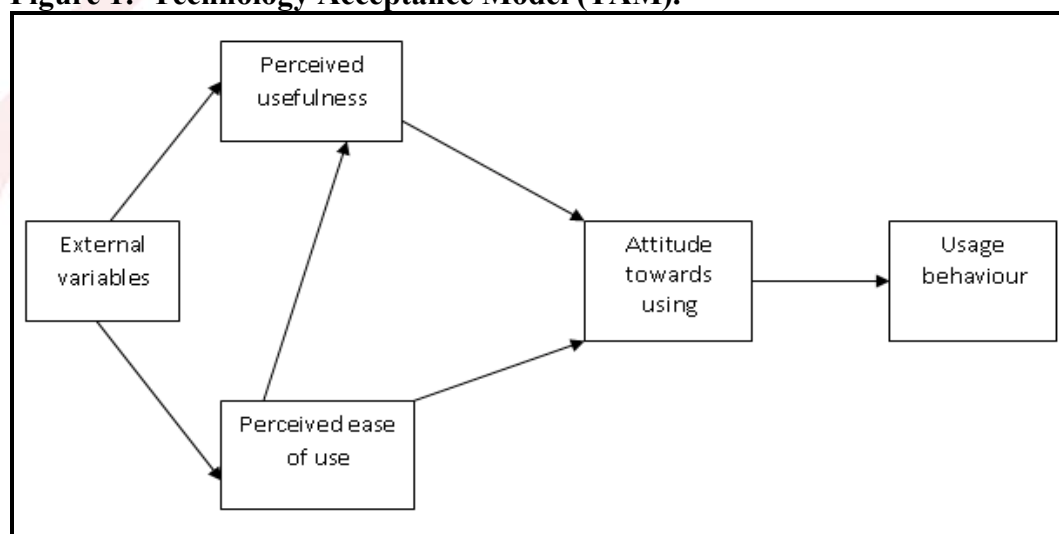
Picardo (2011) further argues that social networks challenge the ability of both teachers and students to interact and collaborate successfully via this medium, meaning that when it comes to academia, students don't feel comfortable with the degree of transparency needed in order for the network to be effective. Picardo (2011) further indicated that the distinction between work and play is seen as a major obstacle by both the students and the teachers and it may play a negative role in the student's perception of the usefulness of social networks in the educational context.

In order to determine the students' perceptions on the use of social media systems in tertiary institutions (higher education), the five constructs of the Technology Acceptance Model was studied. These are discussed in the next section.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is an information system (a system that consists of all the network communication channels used within an organisation) theory that demonstrates how users accept and use specific technology (Davis 1993:475). The model indicates that when users are confronted with a new software package, various factors influence their decision about how and when they will use this specific technology (Mazhar, 2006). Davis, Bagozzi and Warshaw (1989:985) indicated that user motivation can be explained by three constructs, namely; *Perceived Ease of Use*, *Perceived Usefulness*, and *Attitude Toward Using the System*. Figure 1 below represents the TAM constructs and it is discussed thereafter.

Figure 1: Technology Acceptance Model (TAM).



Source: Adapted from Davis, Bagozzi & Warshaw (1989:985)

The first construct is *Perceived usefulness* (PU), which is described according to Davis (1993:477) as "... the degree to which an individual believes that using a particular system would enhance his or her job performance". The second construct which is *Perceived ease-of-use* (PEOU) is defined as "... the degree to which an individual believes that using a particular system would be free from effort" (Davis, 1993:477). The third construct of the TAM is *Attitude towards using* and is defined as "... the degree of evaluative affect that an individual associates with using the target the target system in his or her job" (Davis, 1993:476). The fourth construct that was tested was *Subjective norm* which is defined by Venkatesh and Davis (2000:187) as a "... person's perception that most people who are important to him think he should or should not perform the behaviour in question". The last construct that was being tested was that of *System accessibility* which refers to organisational context variables. Park (2009:153) indicated that the organisational context can affect both the perceived usefulness as well as the perceived-ease-of-use.

According to Mazhar (2006) the main goal of TAM is "to provide an explanation of the determinants of computer acceptance that is general, capable of explaining user behaviour across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified". TAM indicates that if a user perceives a specific technology as being useful, they will believe in a positive user-performance relationship. As effort is a

limited resource, a user is most likely to accept an application when they perceive it as being easier to use than another.

As an end result, educational technology that has a high level of PU and PEOU is probably going to encourage a positive perception. The relationship that exists between PU and PEOU is that PU arbitrates the effect of PEOU on both attitude and future uses. This simply means that while PU has a direct impact on attitude and use, PEOU has an indirect influence on attitude and use through PU.

3. Research Methodology

In determining the perceptions of students on social media, a questionnaire was developed for this study. The questionnaire mostly incorporated questions that are of quantitative nature. The questionnaire was issued to students/tutors in the CEMS College of the University of South Africa. The final number of students/tutors included in the population for the distribution of the questionnaire, was 221 from classroom situations.

The demographic profile of the respondent group is presented in Table 3. The majority of students (29.80%) were between 18 and 24 years of age. The gender split of the respondent group is female dominated, with 63% of the students being female. Most of the respondents are African (62.63%).

Table 3: Demographic profile

Q15: Age group	% of Total	N
18-24	29.80%	59
25-29	25.25%	50
30-34	17.68%	35
35-39	15.66%	31
40+	11.62%	23
Q16: Gender		
Male	37.00%	74
Female	63.00%	126
Q17: Race		
African	62.63%	119
Coloured	18.95%	36
Indian	4.74%	9
White	13.68%	26

4. Results

Perceptions of students on social media as a lecturing tool

To determine the perceptions of students of social media, respondents were asked to rate 21 statements on a seven point Likert scale (1 being “Strongly disagree” and 7 being “Strongly agree”).

The 21 statements are structured as 5 sub-constructs:

- Perceived ease of use: statements 1 to 5
- Perceived usefulness: statements 6 to 10
- Attitude towards using: statements 11 to 15
- Intention to use: statements 16 to 20
- System accessibility: statement 21

Table 4 represents the first construct- Perceived ease of use.

Table 4: Perceived ease of use

	Strongly Disagree	2	3	4	5	6	Strongly Agree	Mean
	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	
1 Social network systems is easy to use	12.89%	6.19%	7.22%	10.82%	8.76%	13.40%	40.72%	4.99
2 Easy learning to use social network systems	11.34%	4.64%	7.22%	11.86%	9.28%	15.98%	39.69%	5.10
3 Interaction with social network systems is clear and understandable	10.94%	6.25%	6.77%	14.58%	10.42%	17.19%	33.85%	4.94
4 Easy to find information on social network systems	10.42%	8.33%	4.17%	14.06%	13.54%	17.19%	32.29%	4.93
5 Easy to become skilful at using social network systems	8.81%	7.77%	5.18%	15.03%	16.58%	13.99%	32.64%	4.95

Most respondents agreed or strongly agreed with the statements by marking 5, 6 or 7, this is also shown by the averages varying from 4.93 to 5.10, although few respondents strongly disagreed. All the measurements of ‘Perceived ease of use’ were agreed upon by the respondents. Considering the averages (for ranking purposes) the most agreed upon item is ‘Learning to use social networking systems would be easy for me’.

The following share chart produces a visual representation of the responses with red agreeing and blue disagreeing.

Figure 2: Perceived ease of use responses

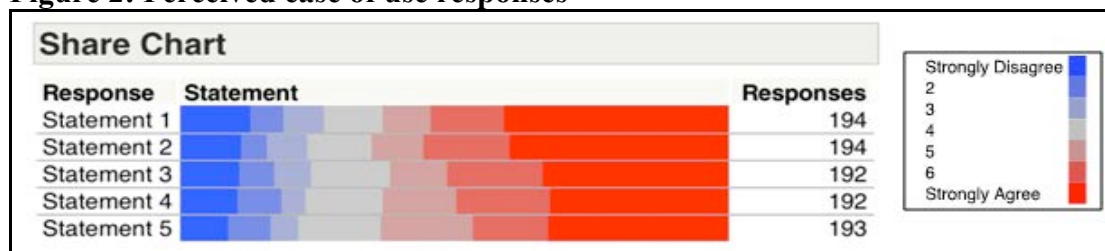


Table 5 represents the second construct – Perceived usefulness.

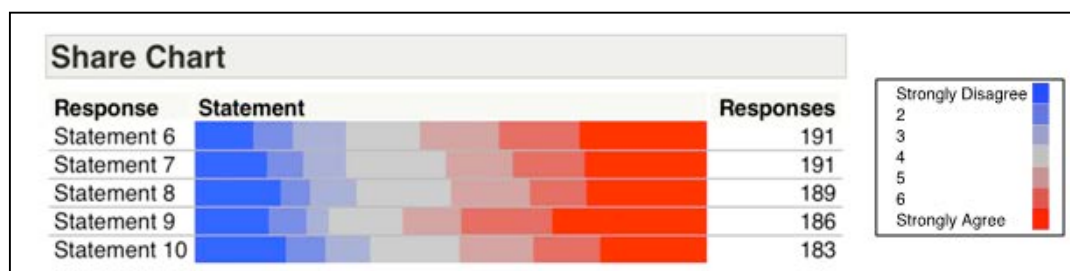
Table 5: Perceived usefulness

		Strongly Disagree	2	3	4	5	6	Strongly Agree	Mean
		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	
6	Using social network systems would enhance effectiveness in teaching	11.52%	7.85%	10.47%	14.14%	15.71%	15.71%	24.61%	4.60
7	Using social network systems would improve course performance	14.14%	7.33%	8.38%	19.37%	13.09%	14.14%	23.56%	4.47
8	Using social network systems would increase my productivity in my teaching work	16.93%	5.82%	8.99%	18.52%	15.34%	11.11%	23.28%	4.36
9	I found social network systems useful	14.52%	7.53%	4.30%	14.52%	11.29%	17.74%	30.11%	4.74
10	Social network systems could make it easier to study course content	18.03%	7.65%	8.74%	17.49%	14.21%	13.11%	20.77%	4.25

Most respondents agreed with the statements by marking 5, 6 or 7, this is also shown by the averages varying from 4.25 to 4.74, although some respondents strongly disagreed. The respondents agreed upon all the measurements of ‘Perceived usefulness’. Considering the averages (for ranking purposes) the most agreed upon item is ‘I found social network systems useful’, while the item ‘Social network systems could make it easier to study course content’ were least agreed upon.

The following share chart produces a visual representation of the responses with red agreeing and blue disagreeing.

Figure 3: Perceived usefulness responses



The following share chart produces a visual representation of the responses with red agreeing and blue disagreeing.

Table 6 represents the third construct – Attitude towards using social media.

Table 6: Attitude towards using social media

		Strongly Disagree	2	3	4	5	6	Strongly Agree	Mean
		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	
1	Disliking the idea of using social network systems	16.40%	8.99%	5.82%	10.05%	10.05%	12.70%	35.98%	4.70
1	Favourable attitude towards using social network systems	18.92%	5.95%	7.03%	18.38%	14.05%	13.51%	22.16%	4.32
1	Good idea to use social network systems for teaching	17.84%	9.19%	6.49%	15.14%	14.59%	12.43%	24.32%	4.34
1	Using social network systems is a foolish idea	12.23%	4.79%	3.19%	11.17%	11.70%	9.04%	47.87%	5.24
1	Positive towards social network systems	17.74%	4.30%	7.53%	10.22%	15.59%	16.67%	27.96%	4.63

Most respondents agreed with the statements by marking 5, 6 or 7, this is also shown by the averages varying from 4.32 to 5.24, although some respondents strongly disagreed. The respondents agreed upon all the measurements of ‘Attitude towards social media use’. Considering the averages (for ranking purposes) the most agreed upon item is ‘Using social network systems is (NOT) a foolish idea’, while the item ‘I have a generally favourable attitude towards using social network systems’ were least agreed upon.

The following share chart produces a visual representation of the responses with red agreeing and blue disagreeing.

Figure 4: Attitude towards using social media responses

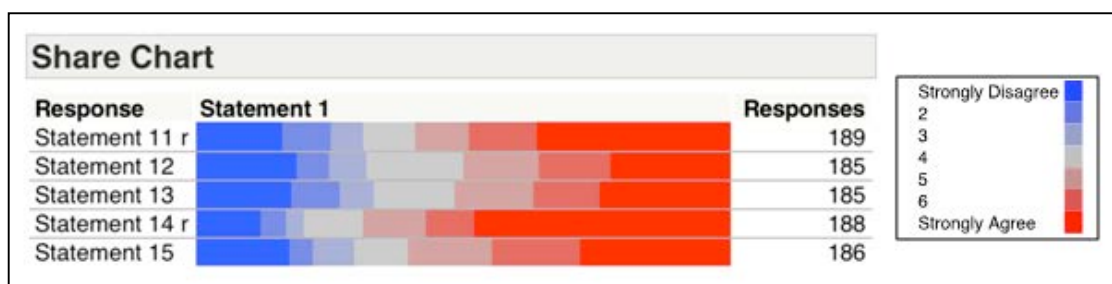


Table 7 below represents the fourth construct – Intention to use social media.

Table 7: Intention to use social media

		Strongly Disagree	2	3	4	5	6	Strongly Agree	Mean
		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	
16	Intend to use social network systems for teaching purposes	18.18%	6.42%	7.49%	19.25%	12.83%	14.44%	21.39%	4.31
17	Often return to social network systems	15.76%	4.89%	8.70%	20.65%	10.87%	10.87%	28.26%	4.52
18	Intend to visit social network systems frequently for teaching work	15.96%	5.32%	9.04%	13.83%	16.49%	14.89%	24.47%	4.52
19	Intend to be a heavy user of social network systems	18.52%	6.88%	12.17%	17.46%	12.70%	11.11%	21.16%	4.17
20	Intend to use social network systems for communication	13.37%	6.95%	7.49%	11.23%	14.97%	9.63%	36.36%	4.82

Most respondents agreed with the statements by marking 5, 6 or 7, this is also shown by the averages varying from 4.17 to 4.82, although some respondents strongly disagreed. All the measurements of ‘Intention to use’ were agreed upon by the respondents. Considering the averages (for ranking purposes) the most agreed upon item is ‘I intend to use social network systems for communicating with others’, while the item ‘I intend to be a heavy user of social network systems’ were least agreed upon.

The following share chart produces a visual representation of the responses with red agreeing and blue disagreeing.

Figure 5: Intention to use social media

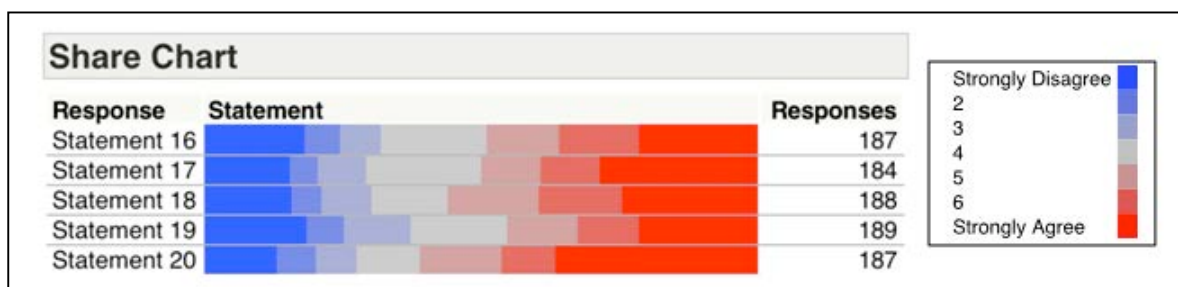


Table 8 represents the fifth construct – System accessibility.

Table 8: System accessibility

		Strongly Disagree	2	3	4	5	6	Strongly Agree
		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
21	No difficulty accessing and using an e-learning system	12.50%	5.43%	8.15%	10.33%	15.22%	14.67%	33.70%

Most respondents agreed with the statement ‘I have no difficulty accessing and using an e-learning system in the university’ by marking 5, 6 or 7. The average for ranking purposes is 4.89.

Reliability of the sub-constructs

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. A Cronbach’s alpha value above 0.8 has very good reliability, a value between 0.6 and 0.8 has acceptable reliability and a value below 0.6 has an unacceptable reliability. The Cronbach’s alpha for the 5 sub-constructs all yielded high Cronbach’s alpha values (≥ 0.80) indicating good reliability. Table 9 below represents the Cronbach’s alpha values of each of the 5 sub-constructs, please note that ‘Accessibility’ is only one item and cannot be tested for reliability.

Table 9: Cronbach’s alpha

Sub-construct	Questions	Cronbach’s alpha
Q13 Ease of use score	Statements 1 to 5	0.92
Q13 Usefulness score	Statements 6 to 10	0.92
Q13 Attitude score	Statements 11 to 15	0.80
Q13 Intention score	Statements 16 to 20	0.91
Q13 Accessibility score	Statement 21	None

The individual Cronbach's Coefficient Alpha value of each dimension is used as a measure of the reliability of the tested dimension. A reliable Cronbach's Coefficient Alpha value validates that the individual items of a dimension measured the same dimension (concept) in the same manner (or consistently). For each sub-construct a mean was calculated to assess the level of agreement among the sub-constructs. Table 10 shows the means and standard deviations.

Table 10: Means and standard deviation

Sub-construct	Mean	Std Dev
Q13 Ease of use score	4.98	1.80
Q13 Usefulness score	4.50	1.84
Q13 Attitude score	4.64	1.65
Q13 Intention score	4.44	1.84
Q13 Accessibility score	4.89	2.10

The sub-construct 'Ease of use' was considered most important with a mean of 4.98, while 'Intention' was least important with a mean of 4.44. The means were closely distributed indicating a general agreement on the importance of all the sub-constructs; however this agreement was not strong.

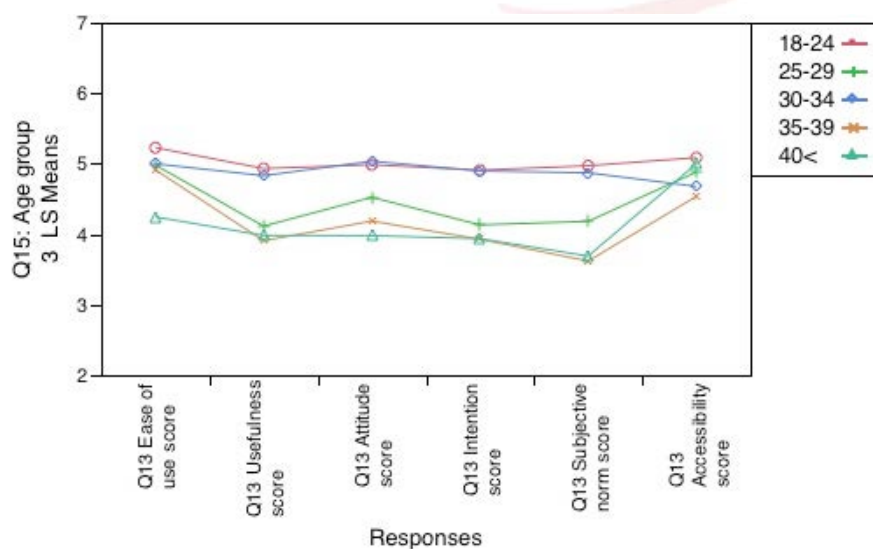
The standard deviations are fairly high indicating variation in agreement among sub-constructs.

Comparison of the respondents views on the six sub-constructs of social media use amongst age groups

A profile plot from the Multivariate Analysis of Variance (MANOVA) will be used in order to explore differences between the sub-constructs' mean score's of students of different age groups.

The profile plots from the MANOVA shows the least square means.

Figure 6: Students of different age groups on six social media sub-constructs



From the figure it is clear that there is a difference between some of the age groups. The age-groups 18-24 years and 30-34 years seemed to view the sub-constructs of social media more important than the rest of the age-groups.

In order to develop a profile of the different age groups, the following descriptive statistics, as observed from the table below, should be taken into consideration.

Table 11: Descriptive statistics of age groups

Age group	Ease of use score	Usefulness score	Attitude score	Intention score	Accessibility score
18-24	5.23	4.93	4.99	4.91	5.09
25-29	4.98	4.11	4.52	4.13	4.88
30-34	5.00	4.83	5.04	4.90	4.68
35-39	4.91	3.91	4.19	3.93	4.54
40+	4.25	3.98	3.98	3.94	5.00

From the figure it is clear that the 18-24 years and 30-34 years age groups have higher scores on 'Usefulness' (4.93 and 4.83), 'Attitude' (4.99 and 5.04) and 'Intention' (4.91 and 4.90) than the other age groups.

In order to determine whether these differences between the means of the age-groups are statistically significant, separate Analysis of Variance (ANOVA) were conducted for each sub-construct. The distributions of the constructs were tested for normality. Because the sub-constructs were not normally distributed nonparametric Kruskal Wallis tests was used instead of ANOVA.

From the Kruskal Wallis analyses probability values (p-values) were produced. A 'p-value' smaller than 0.05 indicates a significant difference between the means of the dimension tested for the spectator groups at a 95% level of confidence.

Only significant differences are shown in table 12.

Table 12: Significant differences

Sub-construct	Chi-Square value	DF	P-value	Significance
Usefulness	10.36	4	0.0348	Significant
Attitude	9.79	4	0.0442	Significant
Intention to use	9.09	4	0.0589	Borderline case

Significant differences between the age-groups exist for the sub-constructs 'Usefulness' and 'Attitude' at a 95% level of confidence, while 'Intention to use' is significant at a 90% level of confidence.

5. Conclusion

It was found that the most important factors according to the students perceptions on the effectivity of social media as a lecturing tool was 'Ease of use' and 'Accessibility'.

On 'Usefulness' respondents agreed most with 'I found social network systems useful', but they've agreed the least with 'Social network systems could make it easier to study course content'. With regards to 'Attitude' the respondents agreed most with 'Using social network systems is (NOT) a foolish idea', but they've agreed the least with 'I have a generally favourable attitude towards using social network systems'. On 'Intention to use' respondents agreed most with 'I intend to use social network systems for communicating with others', but agreed least with 'I intend to be a heavy user of social network systems'.

There was no biographical differences use, except for age-groups. The age-group 18-24 considered all the constructs as more important than the other age-groups, while the age-group 30-35 considered 'Usefulness', 'Attitude' and 'Intention' more important than the other age-groups.

6. Recommendations

This study focused on six technology acceptance constructs in order to determine the students' perceptions on the use of social media networking systems. With regards to findings that were obtained, the following recommendations have been made:

- It is important that tertiary institutions ensure that the type of social media system used is easy to use, as well as accessible.
- It was found that younger age groups generally put more focus on the use of social media, while students that do not use social media put less emphasis on social media. It is therefore recommended that the students should be educated on the importance of social media.
- It is interesting to note that, although students find social media useful, they are not convinced that it will help with learning. Although students think social media systems are a good idea, they do not see it as favourable. Although students intend to use social media systems, they do not intend to be heavy users of it.
- It can be recommended that tertiary institutions should make social media systems more 'attractive' to students.

7. References

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