THE USE OF SOCIAL MEDIA FOR MARKETING AND COMMUNICATION PURPOSE IN INSTITUTIONS OF HIGHER LEARNING

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THE USE OF SOCIAL MEDIA FOR MARKETING AND COMMUNICATION PURPOSE IN INSTITUTIONS OF HIGHER LEARNING

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DECLARATION

I, Brightness Sibongile Mangolothi 210144718, hereby declare that the treatise for Masters in Business Administration qualification to be awarded is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

Brightness Mangolothi
Abstract

Social media have become a widely used tool to communicate with the organisation stakeholders. Institutions of higher learning are also venturing into this new way of marketing and communication. This study intended to determine how South African institutions of higher learning are using social media for marketing and communication purposes.

Firstly, a literature study was conducted to gain an understanding on how social media are used. Further an empirical study was conducted, which consisted of two phases. The first phase was a case study on NMMU and Stellenbosch University. Structured-interviews, focus groups and observation were used to collect data from the cases. The collected data were then used to construct a questionnaire that was used for a survey.

The survey was distributed to all 23 universities, 50 public FET colleges and the 200 private FET college. 92 institutions responded to the survey.

The findings prove that there are various opportunities and challenges in using social media although it should be stressed that the opportunities outweigh the threats. There is no visible difference between colleges social media implementation in relation to institutions of higher learning. Most institutions use more than one social media tool. Facebook is the most widely used social media followed by Twitter, YouTube and LinkedIn. Flickr, MXit, Google+ and Blog are the least used social media. The observations of the NMMU and Stellenbosch University show that these two institutions are striving to engage with their target audiences. Although the institutions are using social media, some of the concerns are that institutions are not measuring their social media use. For those who are measuring, most depend on the free measurement tools which focus only on the quantitative measure. The governance of the social media use is none existent. Most respondents stated that they do not have a policy or guidelines informing social media management. Most of the respondents felt that they want to use more social media tools in future although some of the challenges alluded to were lack of capacity, human resources and budget.
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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY</td>
<td>16</td>
</tr>
<tr>
<td>CHAPTER 2</td>
<td>17</td>
</tr>
<tr>
<td>LITERATURE REVIEW ON SOCIAL MEDIA</td>
<td>17</td>
</tr>
<tr>
<td>2.1 INTRODUCTION</td>
<td>17</td>
</tr>
<tr>
<td>2.2 PUBLIC RELATIONS (COMMUNICATION) AND MARKETING</td>
<td>17</td>
</tr>
<tr>
<td>2.2.1 Integrated Marketing Communication (IMC) in institutions of higher learning</td>
<td>18</td>
</tr>
<tr>
<td>2.2.2 Marketing and communication planning and strategy</td>
<td>19</td>
</tr>
<tr>
<td>2.3 SOCIAL MEDIA STRATEGY</td>
<td>20</td>
</tr>
<tr>
<td>2.3.1 Goals and objectives</td>
<td>23</td>
</tr>
<tr>
<td>2.3.4 Social media in South Africa</td>
<td>24</td>
</tr>
<tr>
<td>2.3.3 Opportunities in social media</td>
<td>28</td>
</tr>
<tr>
<td>2.3.4 Challenges</td>
<td>33</td>
</tr>
<tr>
<td>2.3.5 Users of social media</td>
<td>35</td>
</tr>
<tr>
<td>2.3.6 Social media categories</td>
<td>37</td>
</tr>
<tr>
<td>2.4 SOCIAL MEDIA GOVERNANCE</td>
<td>37</td>
</tr>
<tr>
<td>2.4.1 Social media policy</td>
<td>38</td>
</tr>
<tr>
<td>2.5 SOCIAL MEDIA MONITORING AND MEASUREMENT</td>
<td>39</td>
</tr>
<tr>
<td>2.6 CONCLUSION</td>
<td>43</td>
</tr>
<tr>
<td>CHAPTER 3</td>
<td>44</td>
</tr>
<tr>
<td>SOCIAL MEDIA APPLICATION AND THE THEORETICAL FRAMEWORK</td>
<td>44</td>
</tr>
<tr>
<td>3.1 INTRODUCTION</td>
<td>44</td>
</tr>
<tr>
<td>3.2 SOCIAL MEDIA APPLICATIONS</td>
<td>44</td>
</tr>
<tr>
<td>3.2.1 Facebook</td>
<td>45</td>
</tr>
<tr>
<td>3.2.2 LinkedIn</td>
<td>47</td>
</tr>
<tr>
<td>3.2.3 YouTube</td>
<td>48</td>
</tr>
</tbody>
</table>
3.2.4 Blog ........................................................................................................................................... 50
3.2.5 Twitter .......................................................................................................................................... 51
3.2.6 Flickr ............................................................................................................................................ 53
3.3 THEORETICAL FRAMEWORK ........................................................................................................... 54
3.3.1 The use and gratification theory ................................................................................................... 54
3.3.2 Expectancy value theory ............................................................................................................... 54
3.3.3 Agenda-setting theory .................................................................................................................. 54
3.3.4 Stakeholder management theory ................................................................................................ 55
3.3.5 Excellence theory ......................................................................................................................... 55
3.3.6 Social capital theory ..................................................................................................................... 56
3.4 CONCLUSION ................................................................................................................................... 56
CHAPTER 4 ............................................................................................................................................. 57
RESEARCH METHODOLOGY .................................................................................................................. 57
4.1 INTRODUCTION ............................................................................................................................... 57
4.2 RESEARCH OBJECTIVES ............................................................................................................... 57
4.2.1 Sub-objectives: ............................................................................................................................ 57
4.2.2 Research questions ...................................................................................................................... 57
4.3 RESEARCH METHODOLOGY/PARADIGM .................................................................................. 58
4.4 RESEARCH DESIGN ......................................................................................................................... 60
4.4.1 Phase one: Case study research .................................................................................................. 60
4.4.2 Second phase: Survey ................................................................................................................ 62
4.5 POPULATION AND SAMPLE ........................................................................................................ 63
4.5.1 Population ................................................................................................................................... 63
4.5.2 Sample and sampling method ..................................................................................................... 63
4.5.2.1 Phase 1: Case Study ............................................................................................................... 64
CHAPTER 1

INTRODUCTION, PROBLEM STATEMENT AND OUTLINE OF RESEARCH PROJECT

1.1 INTRODUCTION

According to MarketingSherpa (2009) communication is changing - adapt or become extinct. The term, social media, is a “buzz word” in communication and the marketing industry. Burns (2010) states that social media is directly and indirectly influencing and changing the various fields of communications, from public relations to marketing and advertising, hence understanding how social media works is important.

Lewis (2010) defines social media as “the creation of platforms that connect people together, provide an opportunity to produce and share content with others, extract and process community knowledge and share it back via tools such as Facebook, LinkedIn, Flickr and Foursquare”. Lewis (2010) further states that social media have earned many names including: social networking, peer media, new media, digital media and Web 2.0. Virtually no organisation can afford not to have a social media presence and organisations are increasingly recognising this (Avery, Lariscy and Sweetser, 2010: 197). Tedesco cited in Larson (2011), reports that “more and more businesses are going to transact via Twitter, LinkedIn, Facebook and other applications yet to be developed” cautioning that this movement must be included in a corporate marketing and communications strategy. Social media should be integrated into marketing and communication as a promotional mix tool. According to Duncan in Koekemoer (2004:3):

“Integrated marketing communication is: A process for managing the customer relationships that drive brand value. More specifically, it is a cross functional process for creating and nourishing profitable relationships with customers and other stakeholders by strategically controlling or influencing all messages sent to the groups and encouraging data-driven, purposeful dialogue with them.”
Institutions of higher learning have also adapted to these changes. According to Lavrusik (2009) institutions of higher learning are swiftly moving into the use of social media. Institutions had to depend on the media to get their message across or use techniques such as open days, school visits, brochures and prospectus etc. Social media tools have given universities an opportunity to speak directly to their audiences. According to SMS (2010), the top colleges in the US aren’t shying away from social media. Whether Facebook, YouTube, Twitter, Flickr, or Blogs, colleges are using these tools to recruit prospective students, interact with alumni, inform parents and to showcase their university to the world. These may include tweeting and posting news releases on Facebook, publicising university news appearing in mainstream media sources, live streaming events or collecting tweets during the event and providing a glimpse into what the institution is like (Lavrusik, 2009).

In another study by Reuben (2008) conducted in 2008 on “The Use of Social Media in Higher Education for Marketing and Communications: A Guide for Professionals in Higher Education”, the findings show that colleges and universities are using Facebook, MySpace, YouTube, Flickr, Twitter, Blogs and del.icio.us. Over half (53.79%) of the colleges and universities reported having an official Facebook Page, 42% have an official Twitter account. YouTube is primarily used for recruitment purposes (29.50%) and some using it to share videos with current students and alumni. 50% use social media to communicate with current students and the other 50% use it to reach out to alumni. The majority of the colleges and universities update their status 1 - 4 times per week. Most reported spending 1-4 hours a week adding videos to their channel.

Ease of use, cost, effort and benefits are some of the advantages of using social media. Social media tools do not require proprietary software and are available using a web-based interface available in any web browser (Melenhost, Roger & Caylor cited in Hazari & Richard, 2011:80). “Social media can help organisations to develop trust, drive traffic and earn more business” (Vocus, 2011). “Social media has the power to spread information immediately and exponentially due to its direct network of users, allows for one-to-one, many-to-one and many-to-many models of communications, further enabling connections that create unique relationships between users and brands (Mabry, 2008:34)”. Social media has also helped
revolutionise the traditional approach from public relations offices. In the past, universities would only target traditional media outlets, but now they are using social media to better target journalists and non-traditional media, such as Blogs (Lavrusik, 2009).

Social networking is an essential part of campus life. A study on student internet use shows that 80% of the students use social networking sites on a regular basis. In 2006 in US colleges, there were 94.3% users and in 2011 there are 97.1% users (e-marketers, 2011). It is clear that the potential student, current student and graduates are using social media hence it is important for universities to use social media if it wants to reach its strategic stakeholders.

Background

In South Africa there are two types of institutions of higher learning that cater for post matric qualifications, which are universities and Further Education and Training (FET) colleges. Currently there are 23 universities, which are categorised as follows:

- Eleven traditional universities that offer degrees and have strong research capacity and high proportions of postgraduate students;
- Six universities of technology which are vocationally oriented institutions that award certificates and diplomas and have some postgraduate and research capacity; and
- Six comprehensive universities offering both Bachelor and diploma qualifications and focusing on both teaching and research and postgraduate study (DHET, 2012a).

FET colleges can either be public or private, they are established, declared or registered under the FET Act No. 16, 2006 but do not include a school offering further education and training programmes under the South African Schools Act. The public FET’s consist of 50 colleges with satellite campuses across the nine provinces of South Africa (DHET, 2012a). According to DHET (2012b) list of registered private FET colleges [updated on 09 January 2012] there are 491 registered private FET colleges. This list serves as the National Register of Private FET Colleges and is

All these institutions are competing for students to enroll for qualifications offered at their institutions. It should be stated that marketing and communication plays an imperative role in driving recruitment and retaining students to further their studies and encourage lifelong learning.

1.2 PROBLEM STATEMENT

Social media adoption is a dynamic process and not all organisations are brave enough to embrace it. Few brands and professionals get it right yet so many get it wrong (Odden, 2011). Solis (2008) concurs that there is a lack of knowledge when it comes to social media use and also there is a lack of social media champions. Although universities perceive benefits for using social media, such as engaging with students and it being cost effective, there are drawbacks, including lack of clear information on using social media (Global Campus, 2010: 12).

The top challenge in implementing social media is developing a business case for its usage. It is also not clear whether social media technologies should be treated as a separate strategy, or embedded in core operations (Jadu, 2010). Managers expect results and few have gone to the level of measuring the social media presence (Achieve, 2010: 8).

Previous studies by Kent (2008) and Diga and Kelleher (2009) report a lack of social media use by practitioners. Bortree and Seltzer (2009: 338) study has demonstrated that neither traditional online tools such as websites nor social network tools such as Facebook have been employed to their dialogic potential. A study conducted by Briones, Kuch, Liu and Jin (2011) on “Keeping up with digital age: How the American Red Cross uses social media”, shows that resources, specifically time and staff are barriers to using social media. A dedicated staff member is needed to update, monitor and review outside sites for information. Getting buy-in from management is also a challenge created dominantly by a generation gap between the young and
old. Also, a concern of limited knowledge on how to use social media, demonstrates that a need exists for training, on how to use social media.

Social media is aimed at encouraging two-way symmetrical communication, yet many use the social media as a one way channel, conveying messages to the stakeholders without taking into cognisance stakeholders input or concerns raised. On the contrary White (2010) believes that it is impossible for organisations to have two-way communication on social media by replying to each user as the users’ response outweighs the organisations message response. Although White (2010) also stresses that organisations use social media to publish their message. The assumption is those organisations are using a way-way communication. Briones et al. (2011) is of the opinion that organisations should be interested in what the stakeholders have to say by listening to stakeholders concerns, suggestions, compliments and criticism. This allows the organisation to learn and improve to the mutual benefit of the stakeholders and the organisation. Organisations should strive to listen effectively or in a timely manner as most listening tools are rear-view mirrors; the big challenge is how to be proactive in listening.

Immediate attention is needed to learn how to reach and connect with different audiences as well as understand the mood and context of communication in the social environment you are participating in. Training of staff is needed and few learning institutions are addressing the topic in their curriculum.

It is clear from the literature that engaging effectively with the stakeholder still remains a challenge for many organisations. An understanding is required on how social media can be used for marketing and communication for institutions of higher learning.
1.3 RESEARCH OBJECTIVE
In order to address the problem, the study aimed at exploring the use of social media in institutions of higher learning for marketing and communication purpose at an institution of higher learning with a specific focus on students (potential students, current students, staff and alumni). Below are the sub-objectives of the study.

1.3.1 Sub-objectives:
- To identify how social media is used for marketing and communication by institutions of higher learning;
- To identify opportunities of using social media;
- To identify how social media is measured and monitored;
- To identify the content of social media strategy and policies; and
- To identify barriers/challenges encountered in the use of social media.

In order to be able to achieve the objectives of the study the following questions will be answered.

1.3.2 Research questions
RQ 1: Which social media tools are used by the institution?
RQ 2: How is social media used?
RQ 3: What barriers exist in using social media?
RQ 4: What opportunities are there in social media use for institution of higher learning?
RQ 5: Is social media measured and monitored and how?
RQ 6: Is there an existing social media strategy and policy?
RQ 7: Is social media used according to Grunig’s excellence theory of public relations?

1.4 RESEARCH STRATEGY
The study used a mixed method approach. According to Berndt and Petzer (2011:55) “mixed method refers to a combination of both qualitative and quantitative research method”. Due to the exploratory nature of this study, hypotheses will not be used. The study’s emphasis was on exploring the use of social media in institutions of higher learning and Further Education and Training colleges for marketing and communication.
"Qualitative research includes various strategies for systematic collection, organisation and interpretation of textual material obtained while talking with people or through observation. The aim of such research is to investigate the meaning of social phenomena as experienced by the people themselves" (Malterud, 2001: 398).

Two phases were used, the first phase was a case study on NMMU and Stellenbosch University which used a qualitative approach and the second phase was the survey which used a quantitative approach.

A case study is a methodology that is used to explore a single phenomenon in a natural setting using a variety of methods to obtain depth knowledge (Collis & Hussey, 2009).

1.4.1 Research design
Exploratory research designs are closely linked to qualitative research and descriptive designs are associated quantitative research method (Berndt & Petzer, 2011). According to Berndt and Petzer (2011) mixed method uses two research methods, one after the other. The results of one research method are used as input for the second research method. The first phase used an exploratory approach. The study explored the specific cases under consideration to argue towards a logical conclusion. The second phase used a descriptive approach for the survey. A descriptive research is “an attempt to provide a complete accurate description of the situation” (Struwig & Stead, 2001: 8). In contrast an exploratory is defines as “research into an area that has not been studied and which a researcher wants to develop initial ideas and more focused research ideas (Neuman, 2000:510 cited in Struwig & Stead, 2001: 8). The study will further follow an exploratory approach; this study is merely a starting point on the use of social media by institutions of higher learning in South Africa.

1.4.2 Population:
“A population is a collection of elements about which the researcher wants to make inferences; the total group of people who could be asked to participate in the group” (Berndt & Petzer, 2011:372).

**First phase**
Nelson Mandela Metropolitan University (NMMU) and Stellenbosch University were used as the units of study.

**Second phase**

The population of the study is South Africa’s 23 institutions of higher learning, 50 public FETs and the private FETs.

1.4.3 Samples

A sample is defined as a subset of a population and should represent the main interest of the study (Collis & Hussey; 2003). For the purposes of this research, participants had to meet certain criteria. Participants chosen were responsible for the management of social media presence for marketing and communication purpose.

**First phase**

For the case study, NMMU and Stellenbosch University were chosen as the cases for the study. A purposive sampling method was used, as only the social media managers of the two institutions official sites could be interviewed (Berndt & Petzer, 2011). A focus group was conducted with 6 practitioners who are responsible for the non-official pages of the NMMU. A convenience sampling was used for the selection of the focus group respondents. The Stellenbosch University did not respond to the call for a focus group. It was then deemed necessary to continue with the only NMMU for the focus group.

**Second phase**

For the purpose of the survey, due to a small number of universities and public FETs, all 23 universities were sampled and all 50 public FETs. 200 of the 491 private FETs were randomly selected from the list of registered private FETs list.

1.4.4 Data collection tool

Secondary and primary data sources were used for this study. The secondary sources included books, journals, newspapers and websites. A triangulation methodology was used. Triangulation of methodology is an important way to enhance the credibility of the qualitative data collected (Bryman & Bell, 2007). The
The researcher employed a variety of methods to collect data: semi-structured interviews, focus groups and observation of the social media will be used to gather data. According to Collis and Hussey (2009: 194), “an interview is a method of collecting data in which selected participants are asked questions to find out why they do, think or feel. “In a semi-structured interview some of the questions are prepared and the interviewer was able to probe in order to obtain more detailed information about an answer and explore new issues as they arise” (Collis & Hussey, 2009: 195).

Collis and Hussey (2009: 155) suggest that focus groups are used to gather data related to the feelings and opinions of a group of people who are involved in a common situation or discussing the same phenomenon. Focus groups combine interviewing and observations.

Focus groups can be useful for a number of purposes such as:

- Develop knowledge of a new phenomenon;
- Generate propositions from the issue that emerge;
- Develop questions for the survey; and
- Obtain feedback on the findings of research in which the focus group members participated.

The qualitative data method assisted the researcher with the development of the questionnaires and provided information regarding the use of social media. Electronic questionnaires were distributed via e-mail to the marketing and communication practitioners of the 23 South African institution of Higher learning and the public and private colleges listed on the department of Higher Education and Training.

1.4.5 Data analysis
The researcher used narrative analysis to analyse interview data. The ‘data’ being analysed an interview transcript, snap-shots of the screen (social media presence).

Various descriptive statistics were performed, such as the mean and frequency distributions, to summarise the sample data and a comparison of the different sectors was conducted (Struwig & Stead, 2001).
1.5 LITERATURE STUDY

According to Vanderbilt University (2011), Social media redefined how practitioners communicate by using tools such as YouTube, Facebook, Twitter and Flickr. Social media has presented institutions with an opportunity to engage in ongoing “conversations” with their fans. Arnold (2009:7) cautions organisations that want to join the social media to ensure that they have a trained staff responsible for the social media presence which he calls the “social media czar” and also to have a message (content) that will create a community around the products or service.

According to Briones, et al., (2011: 41) in a study on keeping up with the digital age the findings shows that social media can be used as a channel to build relations with donors and inform the community about services provided by organisations. Eyrich, Padman and Sweetser (2008), study on PR practitioners’ use of social media tools and communication technology, found that social media allows practitioners to reach out to and engage with their target audiences and also provides an avenue to strengthen media relations. Barnes and Jacobsen (2011) conducted a survey on “The missing link in social media use among Top MBA programs”. 570 admission officers participated in the study, 43% reported that social media play an imperative role in their marketing effort. 65% reported that they do not monitor the number of prospective students who fill in application forms if they find out about the university via social media. 42% had no written policy governing the use of social media and less than 50% of the institution had a written policy.

In a study conducted by Cappex (2010), on “Establishing a Benchmark for Social Media Use in College Admissions”, a survey was conducted of 170 college admissions officials. The findings show an increase use in social media use by college admissions, although traditional methods such as college fairs still take priority. Facebook was the most frequently used social media. Facebook fan pages are directed at prospective students, current students and alumni and have goals of providing campus news and answering questions. Admission departments typically post on Facebook at least once per week. Admission officers believe that prospective students use Facebook to get a realistic view of what a college is like.
The biggest benefit of social media for admissions is the ability to connect with students where they are most comfortable. The drawback of using social media was the time it took to maintain social media presence.

In a study on “How the top 100 colleges use Twitter”, the top 100 colleges were determined by the US News and World Report 2010 College Rankings. Every school in the top 100 had at least one Twitter account. The accounts administers vary, but the vast majority falls into a few categories: Official School Account; Schools and Departments within Universities; Student Services; Special Programs and Groups – Such as research centres. Colleges with a high number of followers were generally correlated with an extremely strong academic reputation or extremely large student body. The ten colleges with the most followers are either prestigious private schools or massive public universities. The colleges with the fewest followers were generally smaller and lesser known schools (Universities & Colleges, 2009).

Universities and Colleges tend to use Twitter as a broadcasting channel rather than a medium for conversations. Colleges use Twitter primarily to post news updates and official announcements and utilise the reply feature less frequently than typical users. Having accounts and followers is all well and good, but the purpose of Twitter is to actually tweet. It turns out that having a large number of followers doesn’t necessarily encourage a college to tweet more frequently (Universities & Colleges, 2009).

1.6 SIGNIFICANCE OF THE STUDY
Practitioners are widely using social media for work and personal use. However, little academic research examines how marketing and communication practitioners in institutions of higher learning and FET colleges use these platforms for communicating with the stakeholders of the organisation for marketing and communication purpose. Currently, in South Africa there is no research that has been conducted on the use of social media by marketing and communication practitioners of institutions of higher learning. Internationally, Avidar (2009); Bortree and Seltzer (2009); Briones, Kuch Liu and Jin (2011); Diga and Kelleher (2009) and
Kent (2008) have explored the use of social media in public relations. The study aimed at providing insight for current practitioners and helps reduce the academic-practitioner gap. Moreover studies commonly focus on either public relations or marketing and not on integrated marketing communication. The norm is that university’s marketing is integrated with public relations/communication. This study can inform and educate practitioners from higher learning institutions on how they can use social media, create a social media strategy, highlighting the considerable benefits that can be gained from social media and also the challenges of using social media.

1.7 DELIMITATION AND LIMITATION

The study’s phase one was limited by the purposive sampling size that was used that decreased the generalisation of the findings. The purpose of this treatise to make generalisations about social media use in other contexts and in other industries, the findings may also make a useful contribution to the larger collection of research available on this problem area in higher education. In the survey 4 of the sampled private institutions stated that they couldn’t share the information as the information was confidential. Although, they responded to the generic information Section A and Section B, Question 37, 43 and 44. This could be a reason why some of the private FET colleges did not respond to the invitation for the survey.

1.7.1 Demarcation of the Organisation researched

The scope of the research will cover the only South African Institutions registered with the DHET.

1.7.2 Geographic Demarcation

The research case study was limited to the NMMU and Stellenbosch. The rationale of selecting the two cases as samples for this research will be discussed in chapter 4. The survey was limited to South African institutions and the registered public and private FETs in the department of Higher Education and Further training.
1.7.3 Limitation

The study focused on the use of social media for marketing purposes in the institution of higher learning in South Africa. The observations focus only on, YouTube, Facebook, Twitter, LinkedIn, Flickr and Blogs.

1.8 ETHICAL CONSIDERATIONS

Permission was granted from management to conduct case study research at the two universities. Sensitive information may be disclosed; therefore the identities of employers and employees of the organisations will be kept anonymous (Appendix I). For the survey the institutions were given an opportunity not to identify the name of their institution.

1.9 DEFINITION OF TERMS

19.1 Blogging

A Blog is a website where entries (Blog posts) are typically displayed in reverse chronological order. Technorati, a Blog and social media tracking engine, defines a Blog as a “regularly updated journal published on the web.” Blogs usually allow for comments on Blog posts. A typical Blog will feature text, images and links to other Blogs and websites related to the topic of the Blog (Stokes, 2009:135).

19.2 Flickr

Flickr is an online photo site where users upload photos that can be organized in sets and collections. Public photos may be viewed and commented on by others (Consortium, 2007).

19.3 Institution of higher learning

Education beyond the secondary level, especially education at the college or university level (Answer.com, 2011). For the purpose of this research institution of higher learning will represent a university, college and university of technology.

19.3 Marketing
Marketing is defined as “the management process responsible for identifying, anticipating and satisfying customers’ requirements for profitability. This goes beyond the exchange process” (Skinner et al., 2004: 390).

1.9.4 Public Relations
“PRISA definition: Public relations is a management through communication, of perceptions and strategic relationships between an organisation and its internal and external stakeholders” (Skinner, Mersham & Von Essen, 2004:4).

1.9.5 Stakeholder
A stakeholder is an individual or a group of individuals who are affected by the decision of an organisation or whose decisions affect the organisation (Freeman in Steyn & Puth, 2000:5).

1.9.6 Social networking
Social networking refers to the forming and substantiating of online social networks for communities of people. The communities are people who share interests and activities, or are interested in exploring the interests and activities of others. In order to complete the definition of online social networking: the building of these social networks requires the use of software (Stokes, 2009:133).

1.9.7 Twitter
Twitter is a cross between instant messaging and Blogging that allows users to send short (140-character) updates. Users can also follow the updates of friends they “follow,” send them direct messages, reply publicly to friends, or just post questions or comments as their current status (Consortium, 2007). Twitter is also described as micro-Blogging (Stokes, 2009:125).

1.9.10 Viral
Viral content is something that becomes immensely popular through the process of sharing on the internet, especially via social media. Viral content can take the form of video clips, interactive games, e-books, images, text messages, email, websites etc. (Briones et al., 2011).
1.9.11 YouTube

YouTube is essentially a web site which, by using Flash technology, allows users to upload, view and share videos with the rest of the connected world. These videos can range from music, movie and television clips to homemade amateur videos and vlogs (Stokes, 2009: 129).

1.10 OUTLINE OF THE STUDY

Chapter 1: Introduction
The purpose of this chapter is to introduce the reader to the aims and motivation for the study, the research problem and to introduce the area of the study on social media and public relations.

Chapter 2 Literature: Social media and marketing and communication
This chapter provides discussion on public relations and marketing as an integrated communication tool and also provides background information on social media, the opportunities presented by social media and its challenges with special reference on the social media policy.

Chapter 3 Literature: Social media application and relevant theories
This chapter will firstly, focus on the application of the different social media in the institution of higher learning and lastly discuss the theoretical framework to the study.

Chapter 4: Methodology
This chapter provides a comprehensive discussion research methodology used in this research study.

Chapter 5: Data analysis
This chapter will provide an overview of the sample and the interpretation of empirical findings and discussion of the research study.

Chapter 6: Conclusion and Recommendation
This chapter will provide a concise summary of the research as well as the Conclusions and recommendations based on findings, including suggested further research and limitations.
SUMMARY

This chapter has provided an introduction to the study. The study used a two phase approach. Firstly, focusing on a case on NMMU and Stellenbosch University and a survey on the institutions of higher learning were studied. The purpose of the research was discussed and also the methodology used. Definition of terms is provided and also a chapter outline. Chapter two will provide a literature study on public relations and marketing and also social media opportunities, governance, concerns and measurement and monitoring.
CHAPTER 2
LITERATURE REVIEW ON SOCIAL MEDIA

2.1 INTRODUCTION
This chapter provides an introduction to public relations and marketing and how the two functions are applied in the universities and FET colleges. Further, an integrated marketing strategy will be discussed as an approach to achieve the goals of the two functions. In order to understand how social media is used, the Leader Network model – which looks at the social media strategy map, is described in detail. This model provides a detailed understanding on the use of the social media focusing on the financials, customers, internal processes and the learning and growth that takes place within and outside the organisation. The crux of the model is in the internal processes, which describes in detail the goals, opportunities, challenges and risks, the target audience, the use of social media in South Africa, the content, the classification of the social media, governance and lastly the monitoring and measurement of social media.

2.2 PUBLIC RELATIONS (COMMUNICATION) AND MARKETING
Communicators (public relations practitioners) and marketers deal with organisational stakeholders and employ similar processes, techniques and strategies although the two can be separated by mission. Public relations have a role to create a mutual understanding between the organisation and its stakeholders which can contribute to the creation of a positive image. Marketing’s goal is to attract and satisfy customers on a continuous basis (Skinner, et al., 2004: 43). Organisations need both public relations and marketing to function effectively.

Institutions of higher learning have always managed communication and marketing differently compared to public relations and marketing in the corporate sector. Labeled as marketing and communication, corporate communication, corporate affairs etc. All these are affected by the status given to marketing or public relations. The norm with universities is to focus more on marketing and less on relationships management. Kotler in his marketing mix (Skinner et al., 2004: 44) argues that:
1. Marketing and public relations can be treated as separate but equal functions;
2. Marketing as dominant;
3. Marketing and public relations as the same function;
4. Marketing and public relations as equal but overlapping; and
5. Public relations as dominant.

The trend in institutions of higher learning has always been merging the two departments to form one department or having marketing dominating public relations. The purpose of this research is not to argue but to portray how the two functions are used hence there is a move towards integrated marketing communication. The approach followed will be to combine the two under the umbrella of integrated marketing communication.

2.2.1 Integrated Marketing Communication (IMC) in institutions of higher learning
The practice of integrated marketing communication is emerging as a valuable tool that can be used by organisations to gain the competitive edge (Skinner et al. 2004: 50). According to Marketing Productivity and Quality Centre cited in Koekemoer (2004: 3-4), IMC follows the four stages:

Stage 1: Tactical coordination and alignment among diverse marketing communication elements such as advertising, promotions, direct marketing, public relations and special events. Developing overall communication policies;
Stage 2: Considering sources of brand and company contact that a customer has with the product or service as potential channels for future messages. Broadening the scope of communication to include both internal and external stakeholders;
Stage 3: Using database to identify, value and monitor the impact of integrated marketing communication; and
Stage 4: Focusing on strategic planning from an outside-in, customer driven orientation. Developing closed loop planning capabilities to evaluate marketing expenditures and determine a return on investment.

It is therefore clear that the realisation of IMC is dependent on a good marketing and communication strategy and plan.
2.2.2 Marketing and communication planning and strategy

According to Koekemoer (2004: 21), marketing communication planning and strategy follows the six basic steps:

![Marketing and Communication Strategy](image)

**Figure 2.1: Marketing and Communication Strategy (Koekemoer, 2004: 21)**

Figure 2.1 provides a brief explanation of the marketing communication strategy:

**Step 1: Performing a situation analysis**
Situational analysis includes examining internal organisations strengths and weaknesses e.g. monetary and resources. Target markets, conducting a competitive analysis and external and uncontrollable factors;

**Step 2: Setting marketing objectives**
The objectives could include sales objectives, market share and service and relationship objectives;

**Step 3: Determining the marketing communication budget**
Determining the money appropriation in total and to each element in marketing communication;

**Step 4: Management of the marketing communication programme**
Within the limitation of a budget the following issues should be reviewed:

- Objectives (how much, how many and by when?);
- Strategy (what blend to use?);
- Method (How will it be used?);
- Implementation (when, where and by whom?)
Step 5: Coordinating and integrating efforts
Creating a balance between the various marketing communication mix elements through scheduling activities, utilising of personnel and outside agencies and budget appropriations.

Step 6: Evaluating, controlling and follow up.
This step involves setting standards, measurement of the results of each element and of the programme as a whole, preparing revised strategies and checking milestones.

According to Hofer–Shall (2010) cited in Schweidel (2011:5) “companies have struggled with the question of how to integrate social media into their marketing strategy. Many have treated social media as just another channel with which to promote to customers”. Mangold and Fauld (2009: 364) argue that social media should be included in the marketing mix when developing and executing the integrated marketing and communication strategy. According to Facebook (2012) Facebook should be integrated with the broader marketing efforts and part reaching business objectives. Mangold and Fauld (2009:364) assert that “IMC is to coordinate all promotional effort of the firm to produce a unified, customer focused promotional message”.

It should then be appreciated that social media is another tool that could be used to convey information about the institution. It is therefore unnecessary to have two strategies parallel to each other. It is recommended that institutions should use their integrated marketing communication strategy and use social media as another promotional tool. Although social media should be included as one of the marketing mix, it should be understood that few people really understand what social media is and how it should be used by an organisation. A model called a social media strategy map will be used to shed light on how social media should be used to achieve the organisational goals. This is illustrated in Figure 2.2.

2.3 SOCIAL MEDIA STRATEGY

Social Media is defined as “a collection of interactive, open source and user controlled Internet applications enhancing the experiences, collaboration, knowledge
and market power of the users as participants in business and social processes. Web 2.0 facilitates the flow of ideas, information, knowledge and promote innovation and creativity by allowing the efficient generation, dissemination, sharing and editing of content” (Constantinides, 2009:5). Different categories of social media exist such as Facebook, Twitter, Blogs, YouTube and other. For organisations to use these tools it is important that they have an understanding of what social media is and how it can be used. A marketing communication strategy as discussed on Figure 2.2. shows that a need exists to incorporate social media in this strategy. Yet many authors fail to show the process of adopting social media. According to Powell, Grove and Dimons (2011:220) at the heart of a strategy, is defining where to go and how to get there. The Leader Networks (2012) formulated a social media strategy map (figure 2.2) using Kaplan and Norton’s (1992) balanced scorecard which is based on four pillars which are financial, customers, internal process and learn and growth. The four pillars are briefly stated below:

- Financial – improving shareholders value;
- Customers – social media should make it easy for customers to do business with, by providing customers with continuous product/service information and partaking in co-creation/innovation;
- Internal process – ensuring that internal processes are in order to ensure excellent customer service. This is done through assessing, planning, implementing and governing, measuring and refining; and
- Learning and growth – The learning and growth takes place through exploring the latest tools and trends, training people and developing experts in social media use, educating management and developing social media champions and by establishing incentive structure.
Figure 2.2: Social Media Strategy Map adapted from Leader Networks (2012)
For the purpose of the study this internal processes will be discussed in detail as it directly influences the use of the social media by an organisation. Four phases have been identified which are: social media goals, product/service and design insight, implementation plan and execute and manage. Although the process consists of 18 steps/ phases these 18 steps consist of overlaps and will be discussed as follows:

- Social media goals (Step 1 – 5) are discussed under 2.3.1, 2.3.2 and 2.3.3;
- Product services design and audience insight will be discussed in 2.3.4, 2.3.5 and 2.3.6;
- Implementation plan is discussed under 2.3.7; and
- Execute and manage is discussed under 2.3.8 and 2.3.9.

2.3.1 Goals and objectives

The first step when considering the implementation of social media is to create a communications plan with goals, objectives, strategies, tactics and tools (Gribbin, 2010:20). Goals set should speak to the objectives which should be SMART (Simple, Measurable, Achievable, Realist and Timeframe). Social media provides an opportunity to achieve a number of goals for an organisation. According to Powel, et al., (2011:220) goals can include building the brand, driving acquisition, or retention, improving services, saving costs (e.g. reducing recruitment costs) and reducing negative word of mouth. These goals are long term. For the realisation of the long term goals, objectives are set.

Gillin (2009) and Kilphuis (2010) identified a table to find the right social media tool (figure 2.3). These tools show the type of objectives that can be achieved by using different social media. Some of the objectives identified: building customer community, counter negative publicity, crisis management and customer conversations.
Figure 2.3: Finding the right social media tool

<table>
<thead>
<tr>
<th>Objective</th>
<th>Blog</th>
<th>Podcast</th>
<th>Video</th>
<th>Social Network</th>
<th>Private Community</th>
<th>Review Engine</th>
<th>Virtual World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build Customer Community</td>
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<tr>
<td>Counter Negative Publicity</td>
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<td>Customer Conversations</td>
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<td>Expose Employee Talent</td>
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<td>Humanize the Organization</td>
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<td>Market Research/Focus Group Testing</td>
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<td>Media Relations</td>
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<td>Generate New Product/Service Ideas</td>
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<td>Product/Service Promotion</td>
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<td>Product/Service Feedback</td>
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<tr>
<td>Recruit Brand Advocates</td>
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<tr>
<td>Generate Sales Leads/Referrals</td>
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<tr>
<td>Solicit/Gain Donations and Financial Support</td>
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</tbody>
</table>

Source: Gillin (2009) and Kliphuis (2010)

The above mentioned goals and objectives then make it possible to measure the Return on Investment (ROI). It is clear that various goals and objectives can be achieved using social media, yet it is also important to understand the use and behaviour of South African citizens when it comes to social media use (Figure2.3).

2.3.4 Social media in South Africa

Social media use needs a connection to internet. With the population of 50 million South Africans, access to internet is still a challenge. According to the World Bank (2000) in 1990 South Africa had 0% usage of the internet, in 2000 it went up to 5.44% and in 2010 it was 12.33% of internet users out of the population of 50 million. This is a reflection that approximately 6 million of the South African population has internet access in 2010. Figure 2.4
Internet penetration is increasing exponentially and social media is following suit in South Africa. In 2007 there were 11700 Facebook users and in 2010 there were 260000 users. 1.1 million South Africans use Facebook to update status, 62% send messages to friends, 75% meet with the majority of the other friends, 25% upload photos and 62% upload videos. 82% of South Africans with internet are on Facebook. In 2008 four out of the 10 most popular social media site in South Africa were Facebook, YouTube, Wikipedia, Twitter and Blogger.com (FMM, 2008:67).

The main users of social media in South Africa are journalists, students, entrepreneurs and managers. 200000 videos are viewed by South Africans per month, 25% have uploaded a YouTube clip. 33% of the students create groups and write Blogs, the average age of Facebook users is 30, in a stable job and are described as outgoing. 90% of South Africans have mobile phones; more than half of Facebook South African use mobile devices to access the internet (Mybroadband, 2011) 78% of South African students use their mobile phone to connect to the internet. Facebook zero allows South Africans to use Facebook from their phone for free. YouTube takes the number two spot for South Africans, garnering a 32% response rate, South African mobile IM service MXit taking 29%, with Twitter landing a close 28% (Taylor, 2010). Figure 2.6 shows the Facebook users in South Africa.
and usage by age. A majority of users are between the ages of 18 -34, 64% which is a normal tertiary student age.

**Figure 2.6: Demographics of SA Facebook Users (as at April 4, 2011)**

![Demographics of SA Facebook Users](image)

**Source: Social Media Dialogue (2011)**

According to Saunders (2012), Top 20 Websites in South Africa 2012, Google was rated first place, Facebook was second place, YouTube fourth place, LinkedIn eight place and Twitter was on the eleventh place. It is interesting to note that in Saunders (2011) South Africa’s top websites, Twitter was at the seventh place and LinkedIn was on the eleventh place. This shows that LinkedIn is gaining momentum in South Africa although it is apparent that Facebook is on the forefront of social media use. In 2011, South Africa was 29th in the ranking of all Facebook statistics by country (Socialbakers, 2011). While Flickr is in use in South Africa it is interesting to note that it did not make the top 20 of widely used web sites.

World Wide Worx’s consumer market research, shows that there were 1,1 million Twitter users in South Africa in mid-2011. Only 40% of the Twitter users are tweeting; most are watching, following and using Twitter as news break service. While LinkedIn, aimed at professional users, also reached the 1.1-million mark (World Wide Worx, 2012b).

The Mobility 2012 research study, conducted by World Wide Worx findings are that cell phone users spend on data has increased to 8% of the budget at the end of 2010 to 12% in mid-2012. “Spend on data signifies the increase of internet users in
South Africa and the intensity with which experienced users engage with the internet. Phone browsing also increased, from 33% to 41% of users, app downloads increased from 13% of users to 24%, while Facebook use increased from 22% to 38%.” (World Wide Worx, 2012a:2) (Figure 2.6).

**Figure 2.6: Social networking and IM on mobile phones**

![Social Networking and IM on mobile phones](image)

**Source:** World Wide Worx (2012a:1):

The World Wide Worx (2012b) study on the South African Social Media Landscape 2012 shows that at the end of August, 5.33-million South Africans were using Facebook on the Web; 2.43 million were on Twitter and 9.35 million on MXit. Fuseware (2010) data shows that the number reached 2.4 million at the end of August, exactly matching the growth rate measured by World Wide Worx. Other key findings announced that:

- Both Facebook and Twitter have grown at around 100 000 new users a month;
- LinkedIn has grown substantially, with a reach of 1.93-million South Africans; and
- Monday is the best tweeting day of the week followed by Friday, while Saturday is the slowest Twitter day.

According to the May 2011 Effective Measure statistics (DMMA, 2011), South Africa’s internet population findings, that 49% of the South African Internet users are from Gauteng followed by the Western Cape 23.67 %, KwaZulu-Natal 11%,...
Mpumalanga 3.00%, Eastern Cape 3% and North West at 2%. 39% of the users are between the ages of 18 and 34. These users are either searching for opportunities to further their studies or have a degree or are busy with their postgraduate qualification. The white population has more access to the internet in relation to other races and males are at the forefront when it comes to internet usage. 23.74% of the users have a matric certificate, 72.36% of the users either have a certificate, a diploma or a degree. This shows opportunities for marketers to reach this population as they have the potential of being prospective students, alumni or current students. The majority of the population has an income less than R30000 per month before tax. The access point of the users is work hence 50% of the internet connection type is from ADSL. 23.32% of the internet access is through mobile internet and network (DMMA, 2011).

2.3.3 Opportunities in social media
An integrated communication strategy traditionally would use tools such as newspapers, television, radio, magazines, promotions and personal selling as a means to communicate about the organisation and its activities. According to Wilcox and Cameron (2010) the traditional media has geographic, space and time constraints and gatekeepers who control the type of information published. Traditional media use a one-way form of communication, although feedback exists but it is not immediate as demonstrated in Hoffman and Novak’s (2011) traditional one-way to many marketing communication model (Figure 2.7).

Figure 2.7: Traditional one-way to many marketing communication model adapted from:

![Figure 2.7: Traditional one-way to many marketing communication model](image)

Source: Hoffman and Novak (2011)
The social media is the inverse as it is insensitive to distance, time and space. This media allows for many to many creation of information. Dialogue and engagement are highly encouraged which further encourages immediate feedback (Wilcox & Cameron, 2010). A new communication paradigm (Figure 2.8) shows that conversations take place outside the organisation. Stakeholders are the creators of the messages about the organisation. Golden (2011) further states that social media is about conversation, validation, reach and control. The control is more about practitioners having control of messages without pitching to the media.

**Figure 2.8: The new communications paradigm**

![Diagram](image)

Source: Mangold & Faulds (2009:360)

According to The Independent (2005) interactivity is crucial in reaching out to this generation of students. Online marketing allows people to be more creative. Self-expression and personalisation must be the center of any form of communication for brands. Compared to ten years ago users have more control of the content. According to Mangold and Faulds (2009: 360) the internet is a mass vehicle for consumer sponsored communication. Consumers are turning away from media advertising and are consistently demanding more control over their media consumption. Consumers are turning more frequently to social media as it is perceived by the consumers as trustworthy.
Stagno (2010: 3) is of the opinion that universities are selling an intangible product therefore it is best that marketing should be relationship oriented. According to Helgessen (2008) cited in Stagno (2010) relationship marketing focuses on retention rather than acquisition. Building and maintaining a relationship between the institution and its target audiences is imperative, social media presents an opportunity to build those relations.

Bennett and Ali-Choudhury (2009:85-86) define a university’s brand “as a manifestation of the institution’s features that distinguish it from others, reflect its capacity to satisfy students’ needs, engender trust in its ability to deliver a certain type and level of higher education and help potential students to make informed enrollment decisions”. According to Hayes (2007) a unified brand requires an institution to communicate and work together across all division.

Social media as viral marketing is a hit or miss affair, with no guarantees at all. If you can create the kind of content that positively influences social media, then building those kinds of relationships can pay off in the long run (Netage, 2009). Figure 2.9 shows that social media brings opportunities such as knowledge sharing, life sharing (photos, videos) business networks (LinkedIn) and community building.

**Figure 2.9: Opportunities in social media use**

- **Knowledge Sharing**
  - Blogs
  - MicroBlogs
  - Ex. Twitter, Wordpress, Blogger

- **Life Sharing**
  - Photos
  - Videos
  - Ex. YouTube, Flickr

- **Social Networking**
  - Connect
  - Interact
  - Ex. Facebook, MySpace

- **Business Networking**
  - Connect
  - Interact
  - Ex. LinkedIn

- **Community Building**
  - Collaborate
  - Collect
  - Ex. Ning (social networking communities)

**Source:** Achieve (2010)

Gribbin (2010:25) states that if businesses are not talking about their brand online, someone else is. Page (2011) advises that there are costs to not using social media
too. The best way to decide what works is to try using social media on a small scale and judge the outcome. Universities can be slow to embrace social media and it is to their detriment. Not only does having a weak social media presence allow students to control a school’s image online but it can also deter users from visiting the page. “Unfortunately, the students who shout (or tweet) the loudest are often less-than-happy with a school” (Chapman, 2010:1).

Vocus (2011) states that social media is more interactive in relation to the traditional forms of communication. Social media enables dialogues between users and the organisation, thus leading to acquiring feedback that can be used to improve the organisation’s processes. Ray (2010:7) is of the opinion that social media can be used as a risk management tool. If social media is used to gather feedback from the users it can therefore mean that issues can be avoided before turning into a crisis. According to Vocus (2011), social media platforms hold a favourable position for visibility on Google which provides Search Engine Optimisation (SEO).

Madisonlogic (2011) provides the following opportunities in using social media:

- **Reach** - One of the strengths of social media is wide reach and employing the use of these channels can help extend brand’s presence tremendously;
- **Traffic** - Social media drives traffic to other corporate channels;
- **New audiences** - Social media helps reach new and growing audiences, as well as compliments other efforts to interact with these people; and
- **Expertise** - Social media allows staff to share, educate and provide relevant information to prospective clients and current clients by providing helpful information that highlights the expertise of the organisation.

New social media tools are introduced each and every day. Marketers need to choose social media tools which apply to them (Gribbin, 2010: 37). It therefore means that the selection of the social media tool will be affected by its objective and the stakeholders the organisation is trying to reach.

A social media institution gives an opportunity to engage with prospective students, alumni, donors and community members. A new type of customer is emerging, this customer wants to research and compare to find out about a product. Social media
provides an opportunity for an organisation to engage with this customer focusing on helping customers understand the organisations product, service and experience (Mc-Govern 2010, cited in Kowalik, 2011: 212).

The problem might instead be to make people find it or make them watch it over and over again. The above opportunities could have a direct impact on the brand of the organisation and the consumers decision.

**Steps in consumer decisions by McKinsey (2012)**

According to McKinsey (2012) social media enables targeted marketing responses at individuals touch points along the decision journey. The touch points consist of monitoring, responding, amplifying and leading. Below is a brief discussion of Figure 2.10.

**Figure 2.10: Steps in the consumer decision journey**

![Figure 2.10: Steps in the consumer decision journey](image)

**Source:** McKinsey Analysis (2012:1)

Below is a brief explanation of the four steps in consumer decision journey.

- **Monitoring** - McKinsey (2012) advise that monitoring should be a default social-media function, taking place constantly to provide insight on what the consumer says and how they perceive the products and services rendered by
the organisation. This knowledge should be shared within the organisation with relevant functions.

- **Respond** - Responding to negative comments is important as it can contribute to good customer service; non-response can lead to a crisis. McKinsey (2012) encourages organisations to respond rapidly, transparently and honestly, as this can have a positive influence on consumers’ sentiments and behaviour.

- **Amplifying** - is about driving conversations and engagement through consistent update of the social sites with new and relevant information. According to McKinsey (2012), companies can use social media to amplify their engagement by encouraging customer referral and recommendations. This will lead to fostering communities and brand advocacy.

- **Lead** - Social media can lead to behavioural change and also create a buzz about events aimed at promoting organisational products such as product launches and promotions. Social media can be used to solicit consumer input in a cost effective way (McKinsey, 2012).

It is clear that monitoring, getting response, amplifying and getting leads are a process that cannot be divorced from social media. Organisations need to continuously monitor their brand, respond to negative comments, engage and also source inputs from customers that can contribute in creating good customer service.

Although social media presents a number of opportunities, Constantinides (2009) cautions that strategists should understand the limitations and pitfalls of integrating social media into their marketing strategy. The pitfall can be qualified as the challenges and risk involved in using social media which are discussed below.

2.3.4 Challenges

Social media management is not a 9 to 5 job. If customers post comments after business hours, they expect businesses to provide answers 24/7 (Gribbin, 2010:37). This shows that social media presence is a 24 hour job. In a study by Briones et al. (2011) on How Red Cross used social media to build relationships, their findings show the barriers to using social media as limited resources, specifically time and staff. The concern that was raised was that it is important to ensure that there is a
person responsible for updating information. The staff should monitor their sites as well as review outside sites for information. The respondents felt that they were stretched thin with few staff that were unable to fully support large social media efforts.

According to Sweeney and Craig (2011) most organisations get excited to go online without a marketing plan. No implementation plan – although social media is free it should be understood that social media initiative uses the services of consultants, designers and developers to bring the best practice to bear. No on-going commitment – like any initiative there must be time and budget allocated to on-going monitoring, development and participation. Kelowna (2010) concurs that social media accounts are cost-free start up, the real cost comes in terms of staff time to resource and monitoring these channels. Publishing and monitoring each channel is estimated at around one (1) hour per day: evaluating each channel is expected to take one (1) full day every three (3) months.

It is important to realise that the challenges of using social media also include a level of risks. Below, Stroud (2010) and Arnold (2009) briefly provide five business risks.

**Five business risks according to Stroud (2010) and Arnold (2009):**

1. Introductions of viruses to the corporate network;
2. Brand hijacking;
3. Undefined content rights to information posted on social sites;
4. Unrealistic customer expectations of service through ability to communicate with organisations online 24/7; and
5. Noncompliance with record management regulations.

Ineffective communication can be a barrier to the achievement of the social media goals. A communication barrier is anything that interferes with the correct reception of the message. Communication barriers should be eliminated to ensure that effective communication is created. Koekemoer (2004: 58-62) describes the barriers of communication as follows:

1. *Failing to listen.* It is important to engage and listen. This is an opportunity to learn about your audience needs and concerns;
2. *Failing to use the “you” approach.* People are interested in what’s in it for me;
3. Failing to write to be understood – writing to impress not to express. Keep it short and simple;
4. Lacking knowledge of the audience – communication should address the needs of the target audience;
5. Failing to realise that communication is two-way – communication does not end with imparting messages and neglecting that communication involves getting feedback and evaluating it.
6. *Failing to observe common courtesies* – it is all about treating your audience with respect;
7. *Noise* - noise is anything that interferes with the reception of the message. Competing demands on a persons’ attention;
8. *Differing perceptions* – People have different world views or opinions. It is important to understand that your message can be interpreted differently; and

In communicating the messages on social media it is important to bear in mind these barriers and try to minimise them as much as possible to ensure that accurate messages are communicated. Social media also conforms to the same principles. It is important to listen to what people are saying, communicate in a language that could be best understood by the fans of the institution.

2.3.5 Users of social media
The user or a target audience is any person to whom the social media messages are targeted. Target audiences may use different tools in the social media space (Powel, et al., 2011) hence it is important to clearly define target audiences. Leader Networks (2012) recommend that an analysis of target audiences and social media tools used is critical and further states that there is not one size fits all, hence segmentation should be done. Organisations should spend time trying to understand where the target audiences spend their time and also identify tools that are likely to deliver the desired message. Powel et al. (2011) further states that the target audiences should not only be customers but they can also be influencers. Influencers are defined as those who can forward or amplify the reach; these can include Bloggers or Twitter
users who have a large following from the organisations target audiences. The followers are called active users according to Li and Bernoff (2011).

Li and Bernoff (2011) proposed a Social Technographic Ladder (Figure 2.11) showing the following categories of social media users:

- **Active use**
  1. Creators: Writers, publishers and content uploaders;
  2. Conversationalists: frequent dialogues that characterises status updates;
  3. Critics: Raters, commenters and content contributors;

- **Passive use**
  4. Collectors: Taggers, voters on and subscribers
  5. Joiners: Maintain social network profile and connecting to others;
  6. Spectators: Read, watch and listen to content; and

- **No use**
  7. Inactives: None of the former activities.

Figure 2.11: Social Technographic Ladder

Source: Li and Bernoff (2011)

It is clear that a clearly defined target market will assist the organisation to determine the right social media category to convey messages about the organisation. Encouraging engagement and dialogue should be the call from institutions to allow also the audiences at the lower level of the ladder to engage.
2.3.6 Social media categories

The classification of social media is critical in order to understand the different usages. Various researchers have tried to categorise and group the different types of social media that are used. Solis (2008) inverted a conversation prism, which illustrates the wide array of social media tools available today. Safko (2010), Scoble and Barefoot (2007) invented the Social Media Starfish to visualize and document the rapidly evolving landscape for social tools, services and networks. Scoble’s, Starfish categorises social media into twelve groups. Safko (2010) grouped social media into 15 categories i.e. Social networking; Search; Mobile; Interpersonal; Livecasting; RSS; Aggregators; Productivity application; Virtual world; Gaming; MicroBlogging; Publishing; Photo sharing and Audio. Table 2.1 is a summary of the various categories identified by these authors.

| i.   | Micro-Blogging    | Twitter, Pownce, Jaiku, Utterz, Tumblr, FriendFeed |
| ii.  | Blogging          | Blogger, Wordpress, TypePad, other non-branded Blogging platforms |
| iii. | Video sharing     | Jumpcut, eyespot.com YouTube, Ourmedia |
| iv.  | Photo sharing     | Flickr, Picasa, Photobucket |
| v.   | Bookmarking       | Dig, De.l.ic.ious, reddit |
| vi.  | Social Networking | LinkedIn, Facebook, MySpace, Twitter |
| vii. | Forums            | mainly topical and often self-developed (non-branded) |
| viii.| Wikis             | Wikipedia, Twiki, Wetpaint, PBWiki, Atlassian, SocialText |
| ix.  | Audio sharing     | i-tunes, Podcasting networks |
| x.   | Virtual world     | Foursquare, Sims |
| xi.  | Events            | Upcoming, Eventful, Zvents, Meetup |

Table 2.1: Social media categories: Source - Safko (2010), Scoble and Barefoot (2008) and Solis (2008).

Various social media tools require various forms of content, once the organisation has clearly defined and selected the right tool this will highly influence the type of content that should be in the chosen tool.

2.4 SOCIAL MEDIA GOVERNANCE

Governance in social media includes both deliberation and enforcement on social media use. “It is important to create a social media governance plan to address the social media risks. A social media strategy should focus first on user behaviour by
developing policies for personal use in the workplace involving business information. The policies should be enforced using training and awareness programs” (Stroud: 2010: 13).

2.4.1 Social media policy

According to Flynn (2012) organisations ever-growing use of social media increases its exposure to potential lawsuits, regular violations, security, breaches, mismanaged business record, netiquette nightmares, public relation disaster and other electronic risks. Flynn further states that organisations are obligated to balance between the access and use of social media by employees in order to protect the organisations assets, reputation and future. Slaughter (2011) cited in Henricks (2011:1) is of the opinion that social media policy is a tremendously bad idea. “This is not an effort to provide guidelines about the use of technology, but rather an attempt to control and curtail social behaviour”. An issue worth mentioning is the need for (organisation-wide) guidelines. Hence the best way to balance this is to create a social media policy also known as Acceptable Use Policy (AUP) supported by comprehensive training of employees. Different opinions exist on whether to have a social media policy or not. Henricks (2011) is of the opinion that social media policy is a bad idea and that it attempts to control and limit social behaviour. An issue worth mentioning is the need for (organisation-wide) guidelines. As some cases show, the use of social media also bears threats (Barros, 2009).

Social media promotes participation, openness, conversation, community and connectedness (Mayfield, 2007). According to Vandervort (2011:3), “social media policy outlines for employees the corporate guidelines or principles of communicating in the online world”. Guidelines which specify rules and permissions, responsibilities, tasks and timeframes (Barnes & Mattson, 2009). Henricks (2011: 2), states that a social media policy can do more than avert problems. Clear guidelines can also help employees understand ways they can use social media to help achieve business goals. For instance, policies should advise employees how they can comment on Blogs or social networks to boost brand awareness and drive traffic to the company’s site. According to Vandervort (2011) the University of Oregon considers their social media policy as part of a larger communications strategy that can protect the
reputation of the organisation, minimise confusion about murky legal issues and raise awareness about the brand.

When formulating a social media policy it is important to (1) clearly define social media (2) describe the purpose of the policy (3) clearly stating who is responsible for implementing and management of the social media (4) providing guidelines on the do’s and don’ts (5) stating what will happen if the employee violates the policy (6) it is critical that staff are trained on the content of the policy (Storey, 2011).

Doteduguru (2010) states that the most common key messages in these social media policies are:

- Authenticity and transparency;
- Protecting confidential information;
- Respecting copyrights;
- Developing a social media strategy;
- Respecting your audience; and
- Obeying terms of service on specific platforms.

It is clear that a social media policy is important whether it forms part of the communication policy or it is a stand-alone policy. Universities should have one to manage risks associated with the social media presence.

2.5 SOCIAL MEDIA MONITORING AND MEASUREMENT
According to Frenzy (2008) social media monitoring and social media measurement are two very different things yet many of the researchers and social media taggers using these phrases don’t always make the distinction, “measurement” or “monitoring”. According to Murdough (2009) social media monitoring and measurement quantifies the impact of consumer dialogue. Monitoring is what you do to find information which you can then measure (Odden, 2011). MarketingSherpa (2009:6) is of the opinion that “everyone has an opinion about social media measurement, yet nobody agrees”. MarketSherpa (2009) suggests that marketers should measure the value of the resulting conversations and relationships qualitatively and not focus i.e. traffics, hits etc. which are quantitative and less effective. Raising also a concern that as one measures, the measurement instrument
should measure what it says it will measure “validity” and also having a consistency in measuring “reliability”.

Monitoring involves listening to customers, the competition’s customers, employees, anyone and anything that involves your business and how it works or should work. As stated by Webmetricsguru (2010) monitoring is time intensive which requires a lot of information sifting and the bigger the company the more time will be spent on monitoring.

It is essential for organisations to listen to conversations taking place online about their brands; this is called Online Reputation Management (ORM). According to GetSmarter (2012) Online Reputation Management (ORM) is a pertinent concern for any organisation that hopes to retain its longevity in the market place. ORM is done through monitoring social media conversation. According to Klososky (2011: 88) the first step to online reputation management is to have an effective listening process by using tools that monitor social conversations and content uploaded on the social media site for any mentions about the organisation. Klososky further stresses that social media management should be a full-time job. It is important to monitor the organisations social media and respond to mentions and comments in a timely manner as social media is real time, the quicker the responses the better customer service will look (SME, 2010).

It is the organisations responsibility to turn negatives comments into positive situations. On social media it is important to remember that anyone can read conversations between the organisation and the customers. Customer service provided can go a long way (SME, 2010)”. It is for this reason that it is important to monitor social media. But what then is social media monitoring? Social media is monitoring social mention search and compiling user-generated content. Monitoring enables firms and individuals to monitor mentions, using a number of metrics including: strength (the number of times you are mentioned); sentiment (the ratio of positive and negative mentions); passion (how often certain users talk about you); and reach (the number of different users talking about you divided by the total number of times you are mentioned) (Kietzma, Hermkens & McCarthy, 2011).
According to Webmetricsguru (2011) when a monitoring system is set up, an organisation will need to measure those results. Beyond measuring number of fans, it is important to look at interaction. A few ways to measure interaction are to assess popularity in comparison to other similar efforts, such as a rate of members who pass the information (rate viral). The organisation can measure words and phrases mentioned, issues raised, comparison of service or product, support or critique for a product or service or cause, level of engagement …with the brand (Webmetricsguru, 2011). Search Engine Optimisation (SEO) is a great measure of online success.

Koski (2009) states that for an effective measurement an organisation needs to create some goals from which it can measure the campaign’s results. Goals are important in tracking the success of a social media campaign. In order to start a social media campaign it is important to make sure that one has tools and metrics to measure social media. Most authors focus on the metrics that are easily available, which are all quantitative measures; whilst a call exists to also measure qualitative properties. Quantitative measures include metrics like number of visitors, number of subscribers, time spent and frequency of visit of your different social media incentives (Stagno, 2010: 11).

Murdough (2009) created a Social Media measurement process with a classification of the social media metrics (Figure 2.12). The three main classes of social media performance are discussed below:

**Figure 2.12: Sample Social Media Analysis Constructs**

<table>
<thead>
<tr>
<th>Pillars of Social Media Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach</td>
</tr>
<tr>
<td>Discussions</td>
</tr>
<tr>
<td>Outcomes</td>
</tr>
<tr>
<td>Quantity</td>
</tr>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Topics</td>
</tr>
<tr>
<td>Sentiments</td>
</tr>
<tr>
<td>Site Traffic</td>
</tr>
<tr>
<td>Purchase intent</td>
</tr>
</tbody>
</table>

**Source: Murdough (2009)**

1. Reach: measures both quantitative and qualitative the examples of quantitative measures, number of subscribers and followers and qualitative examples as relevance and reliability;
2. Discussions: it is important to understand what users are saying about the organisation which can be categorized in topics discussed and sentiment of the discussions; and

3. Outcomes: Diagnose behavioural engagement indicators which includes increase site traffic and a number of leads).

Murdough (2009) advocates that the performance indicators should be set as a function of goals and objectives prior to designing and deploying a social media marketing incentive. There are various paid and free tools that can be used to measure the effectiveness of the social media platform. Some of the paid tools are: Radian6, Sysomos, Nielsen BuzzMetrics, Visible Technologies and Trackur (Quora, 2011).

Quantitative measurement provides numbers, allowing you to chart your ROI that can be measured quantitatively: can include visitor traffic, frequency of visitors returning, video views, time spent on your site, number of program registrants, donations earned and demographic data you may find (Koski, 2009). Google analytics helps measure activity and provides helpful demographic information, including the geographic location of your audience.

According to Koski (2009), qualitative measurement can be difficult to conduct as it does not consider numbers. The qualitatively measures are described below:

1. **Tone** - The tone measures audience’s participation from comments received from Blog. Are most comments positive or negative? Are the Twitter mentions of the brand simply complaining about the product?
2. **Relevance** - It is important to look at the reach (target audience) when determining the relevance of the participation.
3. **Influence** - It’s important to ask “if the campaign influenced an audience’s perception? Did it generate new ideas, or start conversations?”

It can be said that the social media monitoring and branding are critical for the sustainability of the organisation. Monitoring and measurement can assist in tracking comments made about the organisation and if negative proactively solving the problems. Importantly it is about bringing a value proposition for the customers.
2.6 CONCLUSION

This chapter has provided a discussion on the role of a public relations and marketing in a higher institution, focusing on integrated marketing communication as a direction taken by most university and FET colleges. The chapter also provided a brief explanation of the integrated marketing communication strategy. Further to that, a social media strategy map was discussed which entailed, social media opportunities, governance, challenges, governance and monitoring and measurement. The next chapter will discuss the methodology to be used for the empirical study. The following chapter describes the social media application and the theoretical framework.
CHAPTER 3
SOCIAL MEDIA APPLICATION AND THE THEORETICAL FRAMEWORK

3.1 INTRODUCTION
Chapter 2 provided a literature review on marketing and communication strategy and social media. This chapter focuses on the application of the six social media tools chosen for the study: Facebook, Twitter, Blog, LinkedIn, Flickr and YouTube. The research study was conducted in an attempt to demonstrate how these tools can be applied in institutions of higher learning. The chapter also provides the theoretical framework that was used for the study.

3.2 SOCIAL MEDIA APPLICATIONS
Social media are about entertainment, information and interaction. Marketers need to fit the content into those criteria. “Frequent and short updates work best, especially if they involve a question or something that promotes a response from users. Status updates should be the focus of the marketers’ effort rather than creating more time consuming applications that can be harder to use” (Neff, 2010, cited in Gribbin, 2010: 28). One way to use social networks effectively is to draw the audience with incentives or free offers or entice fans to invite friends to join and build the audience size. Mangold and Faulds (2009: 362) suggested that content can be used to engage the customers.

However, bombarding consumers with promotional messages, product information and generic messages will often have a negative effect (Barton, 2010, cited in Gribbin, 2010:18). Tactics that have been identified as having been successfully used by others are contests, requests for content, games, downloads, polls and surveys, special offers and exclusive access to information or special pricing for fans (Flamberg, 2007).

According to Gribbin (2010), when creating a content strategy, it is important to decide how to react to outside comments. Companies should be prepared to answer questions, respond to comments about the brand and follow up on complaints or customer service issues. Similarly, Mangold and Faulds (2009: 361) noted that “customers feel more engaged with the product and organisation when they can
submit feedback. Feedback can be in the form of criticism, accolades and helpful suggestions.” To a large extent, the content covered on the social space will be influenced by the goals the organisation has chosen. These goals should be linked to measurement and will influence the measurement tools chosen.

According to Heather (2011), the best way to increase ‘awareness’ is to participate in relevant online communities rather than looking for ways to promote the institution’s presence. Rather than thinking "build it and they will come", planners should consider "reach out and they will reach back" (Heather, 2011: 2). Content which is posted by both the users and the organisations can make or break the reputation of the organisation. This then makes it critical for organisations to think about how, when guiding the online conversations, they can govern or protect, not only the reputation of the organisation, but also their employees and their users to prevent negative outcomes.

The following section will describe how the six social media chosen for study can be applied in the context of the institution of higher learning.

3.2.1 Facebook

Facebook presents various opportunities for institutions of higher learning to communicate with their target audience. According to Kessler (2011), university departments usually create their own Facebook pages. Normally, this happens without any co-ordination with the marketing team. This independence ensures that only the most relevant information is disseminated. This is confirmed by Michnik (2011), who stated that institutions can create special groups based on a course, department, student organisation, specific study topic, sports team or alumni network. Facebook groups give those with similar interests a way to connect with each other in a special area. Posting too often is discouraged: at least once per week and at most, once per day is sufficient.

Facebook pages should provide regular, engaging content, allowing the content developer and users to ask questions, tell stories, offer tips, mention relevant news and encourage comments and feedback. The questions should aim at creating brand
awareness and helping users to understand the organisation’s areas of expertise (Alcorn, n.d.: 17; Facebook, 2012).

Lasilla (2010) recommended the following activities for marketing in Facebook:

- Use multimedia application: video and photos;
- Create events;
- Link for external news;
- Link for homepage;
- Show administrator’s name
- Use banner ads;
- Offer a chance for donating;
- Provide information about the organisation;
- Use organisation’s logo;
- Ask, answer and communicate with fans; and
- Publish campaign summaries.

Alcorn (n.d.:13) provides a list of some events that can be promoted via Facebook, which include (1) openings/launches, (2) tours (3) signings and celebrity appearances, (4) performances and live events, (5) virtual events, (6) causes and (7) fundraising drives. According to Kessler (2011), with virtual tours, students can virtually navigate the path that an in-person tour might take, watch videos and scroll 360-degree images of campus landmarks without spending money to travel there. If users leave comments (good or bad), the organisation should respond and deal with PR and customer service issues immediately and continue to encourage conversation (Alcorn, n.d.: 23; Facebook, 2012).

Facebook also provides an opportunity to advertise the institution’s events and activities. Facebook advertising can offer exposure to up to 500 million people, targeted by specific demographics such as location, age and interest (Facebook, 2012). Banner advertisements are also a way to increase awareness, especially among those who are not part of the Facebook group or page (GetSmarter, 2012).

Giveaways and contests can encourage users to engage with the brand by asking users to vote on something and to encourage them to share the institution’s page with their friends. These contests can be promoted offline and cross-posted on social
media (Alcorn, n.d.). Organisations are encouraged to “post” on Facebook, sharing the latest information and updates about their products/services or enhancements in services (Madisonlogic, 2011). Facebook is able to direct its advertisements at a particular target because of the voluntary information it has in its database from the over 500 million users.

3.2.2 LinkedIn

Organisations can start a LinkedIn group to create a brand community. Various opportunities exist, such as the following:

- The group can serve as a lead generation tool;
- The group can be used to ‘crowdsource’ ideas; and
- The group allows the institution to benchmark itself as a thought leader (GetSmarter, 2012).

LinkedIn can be used to assist alumni to find work or to network with other alumni and provides alumni and the university with an opportunity to engage with each other (Kowalik, 2011: 234). For example, this can be done by (a) posting alumni e-newsletters to provide easy access to university communications; (b) posting electronic surveys to solicit opinions from alumni, which could assist in improving the services; (c) promoting alumni events to increase attendance; and (d) sharing photos/videos (Kowalik, 2011: 244). Fluid-Studio (2009) LinkedIn Share button is an easy way to help spread the word about work opportunities. When looking at internal site search data, some of the most common results were found to be terms such as jobs, employment and hiring.

LinkedIn could be an interesting way for students to promote themselves. Many of these individuals probably have connections with numerous former classmates. LinkedIn can also be used to generate donations as LinkedIn is a network of individuals who have real financial assets. It goes beyond just alumni Blogs, into all alumni content. Lavrusik (2009) posited that fundraising, from e-mails to Tweets, is on the increase and one’s alma mater’s alumni association asking for a gift to the university may soon be commonplace. A giving campaign and a homecoming promotion could be seen as ideal targets for LinkedIn sharing (James, 2011). Professionals who are listed on the LinkedIn universities can use LinkedIn to
encourage life-long learning, advertising their short-course and postgraduate qualifications.

According to Lavrusik (2009), LinkedIn has a referral system so that these users can be introduced, through a chain of friends-of-friends, to the person they intend to meet. Lavrusik (2009) further identified ways in which organisations can engage with alumni through LinkedIn:

- Helping alumni find employment: LinkedIn is an effective tool to provide alumni with career resources. In fact, LinkedIn means the process can be about allowing alumni to share information about job opportunities and to create subgroups that focused on particular careers or regions;
- Collaborating and connecting with students: LinkedIn can assist in the transition from being a student to becoming an alumnus by connecting students and alumni through conversations that take place on the network. The collaboration between students and alumni is critical in positioning the students for their careers;
- Providing tools to spread information: LinkedIn is a way to share information with alumni and to give the university more visibility; and
- Google maps: Class reunions are all about reconnecting to old classmates and the university. The Google maps site includes a map at the centre of the page and allows alumni to post their current location and career along with their graduations.

3.2.3 YouTube

YouTube is “flash” technology that allows users to upload, view and share videos with the rest of the connected world (Stokes, 2009). YouTube is a leader in terms of video sharing, market share, audience reach and its sheer volume of video content upload” (GetSmarter, 2012). According to Chatterbox Digital 2012 social media statistics, YouTube reaches 47% of South Africans. This increase can be attributed to slowly dropping data costs and the smartphone penetration (Chatterbox Digital, 2012).

According to GetSmarter (2012: 6), YouTube can be used to achieve the following marketing objectives:
Community building and engagement around branded channels;
Interactive video content adds a personalised dimension to a brand, with far greater potential to go viral;
Demonstration and product-based videos to educate customers or to use as an internal communication and education platform for employees;
Website and Blog integrations using YouTube’s embedded feature;
The Search Engine Optimisation features serve to increase a brand’s Google ranking, by using suitable keywords and choosing suitable video names; and
Advertising to build awareness and increase sales, although users need to sign up for an AdWords account to advertise in YouTube.

According to Reuben (2008), universities have been making videos for more than 20 years to aid in recruitment efforts. He further stated that YouTube provides a platform to distribute videos easily to a wider audience, eliminating the costs of burning to CDs/DVDs and postage to mail to a narrow audience. According to Kabani (2010) cited in Gribbin (2010), 64% of people will finish a 30-minute video clip as opposed to only 24% who will finish reading an article. This shows that platforms such as YouTube present an opportunity for a wider reach and also eliminate certain costs which were previously incurred, such as postage.

Different ranges of videos can be found on YouTube. Stokes (2009: 129) and Delahaye and Paine (n.d.) identified types of YouTube video content, which include Advertisement; Animation; Demonstration; Event/Performance; Fiction; Instructional Video; Interview; Lecture; Montage; News Broadcast; Promotional Video; Sightseeing/Tour; Slide show and Speech. These types of videos present various opportunities for marketing and communication practitioners. GetSmarter (2012:15) videos can be used to create a call for action that will keep viewers engaged with the brand/organisation, such as asking users to leave comments, share the video, view other videos created, visit the organisation’s website or follow the organisation on other social media platforms.

For some potential students, it can be costly to attend open days, so the ability to check university videos may be of assistance in choosing which college to apply to (Mashable, 2009). According to Oneill (2011), Tufts University has broken new
ground giving students the option to submit a one-minute YouTube video along with their application and reaching out to students via Facebook. YouTube can be used for recruitment purposes. Madisonlogic (2011) has suggested the following YouTube strategies:

- Post a YouTube video showcasing students talking about the university qualifications;
- Share a YouTube video of employees giving advice on services rendered by the institution in creative ways or talking about and showing the facilities of the institution; and
- Interview new team leaders about what they are excited about and include as a post on a corporate Blog – written or videoed.

The USMA YouTube for Media Relations shows off their students and highlights press coverage. Their online audience can also watch the online show The Point, which is based on the lives of current students at USMA (SMS, 2010). A journalist can go to the school’s YouTube channel or website and watch an expert in action. This exposure can lead to valuable exposure for the university (Lavrusik, 2009).

3.2.4 Blog

Stokes (2009: 138) described a Blog as “a web site where entries (Blog posts) are typically displayed in reverse chronological order. Blogs are potent because of their reach, their archives and the trust that users place in Blogs”. According to Lavrusik (2009), Blogs allow schools to have conversations with their target audiences, which can create a dialogue through a format that allows for comments. Users can subscribe to Real Simple Syndication (RSS) that allows for readers to subscribe easily to the Blog. According to Stokes (2009), Blogs are an excellent way to communicate with staff, donors, industry members, journalists and prospective customers who are vital to the success of an institution. Blogging also helps to foster a community around a brand. Generally, the task that a Blogger undertakes is to write posts, reply to comments from readers and monitor other Blogs within the industry.

Blogs are employed for marketing in higher education by asking students to Blog about their campus live, as a recruitment drive, in conjunction with admissions. Blogs
can also be used to post news articles to open conversations about the university. Admissions counselors can Blog about their travel and recruitment cycle (Reuben, 2008). The Blog can also be used as an open forum, whereby students can seek advice from alumni or to profile alumni to show current students what career paths are available for alumni. Bloggers usually pose a question at the end of their Blog posts asking if readers have any other ideas or helpful feedback (Madisonlogic, 2011).

3.2.5 Twitter

Twitter is a real-time information network that connects people to the latest stories, ideas, opinions and interesting news. At the heart of Twitter are small bursts of information, called Tweets. Each Tweet is 140 characters long, but one can also see photos and videos and conduct conversations directly in Tweets. Twitter offers businesses an easy way to reach an engaged audience (Twitter, 2012).

Fuseware conducted a study on “Analysis and Demographics of South African Twitter Usage” (Fuseware, 2010). The findings showed that 55000 South Africans are active Twitter users. As the South African (SA) population is estimated to be at about 50 million, that is, 1% of the population. Fuseware’s findings show that South Africans tweet mostly between 7 and 8 pm. Many also tweet first thing in the morning and over lunch. SA tweets more on Tuesday and the least popular day to tweet is Sunday. A third of SA Twitter users are based in Cape Town. Tweeting is still confined to the few developed cities, mainly Cape Town and Johannesburg (Fuseware, 2010). Although Twitter serves a very small market in South Africa, Potgieter (2011) recommends that it is worth utilising if it fits within the demographic profile of the organisation’s target audience.

According to Chillies (2011), Twitter is perfect for keeping people updated on the very latest happenings or creating awareness about their services. The most popular subjects on Twitter are current news or observations on topical issues, rather than a list of the overall most common topics (Netage, 2011). Puiu (2008) also listed some pointers for using Twitter effectively. These are a) to follow other users, b) to interact with fellow Twitters, c) to be useful, original and contributive, d) not to over twit, e)
not to over publicise, f) to reply to tweets, g) to brand your profile and g) to publicise and promote your twit account.

Volpe (2008) identified four different ways to use Twitter for marketing and public relations: (1) Twitter allows organisations to monitor comments about the brand; (2) Twitter can be used to post live updates on events or conferences, (3) Twitter can be used to announce last-minute changes and (4) Twitter can be used to promote Blog articles, webinars, news and more. It is really easy to post a link to something in Twitter. GetSmarter (2012) concurs with Volpe (2008) that links with a comment can be posted on Twitter to encourage engagement. According to Lavrusik (2008), a good idea is to post article links on other websites that are relevant to one’s organisation, for instance, a customer success story. Other content that could appeal to the target audience, such as a free webinar or links, can be posted too. The fifth way to use Twitter is to engage a CEO (e.g. the Vice Chancellor) in social media. Social media is an effective way for a CEO to engage with the target audiences of the organisation.

Michnik (2011) noted a number of other uses for Twitter: (1) admissions and prospective student recruitment; (2) some higher education institutions are using Twitter primarily for recruiting purposes or admissions news and to develop digital networks for alumni or for posting news, events or stories typically found in an alumni newsletter to encourage followers to share news; (3) athletics updates such as goals scored and a Twitter handle which allows users to receive updates in real-time; (4) Twitter chats can be in the form of a discussion forum for college students about college: preparing for, applying to and paying for college, college life, graduations and post-graduate news. GetSmarter (2012) pointed out that institutions can use Twitter for customer service by responding to tweets that criticise the institution or problems expressed by the customers/users.

Following influential people and organisations or thought leaders can be a strategic move to create awareness for the institution. Twitter provides recommendations on “who to follow”. Twitter can be leveraged by tweeting links, incorporating a call to action such as, “Retweet if you agree”, or tweeting inspirational quotes (GetSmarter, 2012).
3.2.6 Flickr

According to Flickr (2012), Flickr is the best online photo management and sharing application in the world. Flickr has two main goals: to help people make their photos available to the people who matter to them and to enable new ways of organising photos and video.

According to Flickr (2012), it provides options to:

- Tell a story with a photo and allow for comments;
- Add notes to explain or to comment on the photo;
- Add people to organisations’ photos for reference so that they can see new postings; and
- Add tags to categorise photos and to help others find them in “searches”

Flickr also sends real-time updates to Facebook and Twitter accounts when one uploads public photos on Flickr. Flickr is an effective tool to use to share photos with students, alumni, faculty and staff (Reuben, 2008). Users of Flickr may also choose to be part of a group(s). In groups, “like-minded users gather, discuss and share or tag pictures” (Wilkinson, cited in Angus, 2008).

The functions of tags, according to Golder and Huberman (2006) cited in Angus, Thelwall and Stuart (2008), are to (a) identify what (or who) the bookmarked page is about (b) identify what it is (c) identify who owns it (d) refine categories (supplement existing categories), (e) identify characteristics (adjectives such as ‘funny’ or ‘inspirational’), (f) self-reference (MyStuff, MyWebsite) and (g) task-organise (ToRead, ToPrint). The university can showcase student and faculty work, including photos taken by students, give a virtual tour of the university, create custom posters and promote events. As the old saying goes, “a picture is worth a thousand words” (Doteguru, 2010:1).

Institutions are able to upload pictures to Flickr, tagged with the institution’s name and keywords, showing clients benefitting from services rendered by the organisations (Madisonlogic, 2011). Flickr can also be used to showcase the institution by creating Flickr groups and allowing users to post photos to them. These
photos can be “pulled” and used on Facebook or a web page to solicit comment and encourage engagement between students and the alumni office.

It is clear that social media can be applied in the institutions of higher learning and may provide many opportunities for practitioners. In the next section, the theoretical framework will be discussed.

### 3.3 THEORETICAL FRAMEWORK

Whether evaluating a qualitative or a quantitative study, it is wise to examine the theoretical framework which guides the study.

#### 3.3.1 The use and gratification theory

According to Vivian (1999:389) the use and gratification theory looks at how people choose media that meets their needs. Littlejohn and Foss (2008: 350) further states that this theory considers consumer’s behaviour in terms of direct experience with the media. The audience is assumed to be active and goal oriented. Hence, it is important to provide information that is of value to the user to ensure that they follow your medium.

#### 3.3.2 Expectancy value theory

According to the expectancy value theory, people seek the medium that can satisfy their needs. This is highly dependent on the evaluation of the material provided by the sender of the message (Littlejohn & Foss, 2008). Although this study is not focused on the users of the content, the creators of the messages should be sensitive to the expectancies of the user. Most important is what the creators of the message expect to get from using social media Return On Investment.

#### 3.3.3 Agenda-setting theory

The media have a way of structuring issues for the public. The agenda setting theory stresses the importance of establishing salient issues or images in the mind of the public. The agenda setting functions in three ways: first, the priority of the issue to be discussed must be set; second, the media agenda in some way must affect or
interact with what the public thinks and third, the media must affect the public agenda and the public agenda affect the policy (Littlejohn & Foss, 2008: 346).

The media do not have the profound effect it used to have with the traditional media, but agenda setting still has a place in social media. Institutions have a responsibility to ensure that they set the agenda for the consumers of their messages and also influence those who do not usually consume their message in order to increase the market share. Institutions of higher learning should ensure that they post information that is newsworthy and that engages the users of the media so as to ensure that they follow the agenda.

3.3.4 Stakeholder management theory

It is important that an organisation sensitises itself to the needs of the stakeholders and understands the influence that the stakeholder exacts on the organisation. Social media encourages stakeholder engagement, which helps in identifying issues before they turn into a crisis. This theory encourages relationship management between the organisations and its stakeholders through continuous two-way communication (Steyn & Puth, 2000).

3.3.5 Excellence theory

According to Grunig (1982) and Grunig (2009), communication use can be explained according to the following four models:

1. The press agentry/publicity model uses a one-way communication, mainly using propaganda, with truth not being essential. This model involves limited research, which is in the form of press clippings;
2. The public information model uses one-way communication, with truth not essential. Limited research is done and takes the form of readership surveys. This model is normally prescribed in government;
3. The two-way asymmetrical model has persuasion as its purpose; two-way communication is imbalanced as communication favours the organisation over the users. Research is in the form of formative research and evaluation of attitudes; and
4. The two-way symmetrical model promotes a balanced two-way communication between the organisation and the publics (stakeholders). “Two-way symmetrical model public relations use research, listening and dialogue to build relations with the stakeholders of the organisation” (Grunig, 2009: 2). Few organisations apply this model, which focuses on stakeholders’ relationship management.

According to Grunig (2009), for most organisations, the two-way symmetrical model is the ideal or the bridge to excellent communication.

3.3.6 Social capital theory

According to Xu, Qiu and Li (2011) the social capital theory has three dimensions: structural, relational and cognitive. The structural dimension involves the organisation’s networks (stakeholder relationship). Relational social capital describes the quality of an organisation’s relationship with other members within the network. It is built through trust and shared identity and common norms (Aula, 2011). The cognitive dimension of social capital concerns an organisation’s cultural and symbolic capital, which includes the language, stories and meaning shared by actors within the network (Nahapiet & Ghoshal, 1998, cited in Aula, 2011:30). Social media has a profound effect on the reputation of the organisation; thus, what is posted on the social space can make or break the reputation of the organisation.

3.4 CONCLUSION

Chapter 3 provided background information on how social media can be applied in the context of the institution of higher learning. The application of the six social media tools studied, YouTube, Facebook, Flickr, LinkedIn, Twitter and Blogs, were discussed. The chapter concluded with an analysis of the theories that were used in this study: the use and gratification theory, the agenda setting theory, the social capital theory, the excellence theory and the expectancy theory. Chapter 4 presents the research methodology used for the study.
CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter 4 outlines the methods that were used in conducting the research. The chapter begins by describing the research aims and further explains the research methodology that was used. The method used for this study will be discussed in two phases. The first phase focuses on qualitative research, using two institutions as case studies. Interviews, focus group discussions and observations on the data collection methods for the first phase are described. In the second phase, a quantitative approach was used. A survey was conducted using an e-mail questionnaire as the data collection instrument. Further, the data analysis approach, ethical considerations and limitations are discussed.

4.2 RESEARCH OBJECTIVES

This study, as explained in Chapter 1, aims to explore the use of social media for marketing and communication at institutions of higher learning and FETs, with a specific focus on students (potential students, current students, staff, international students and alumni).

4.2.1 Sub-objectives:

- To identify how social media is used for marketing and communication by institutions of higher learning;
- To identify opportunities for using social media;
- To identify how social media are measured and monitored;
- To identify the content of social media strategy and policies;
- To identify barriers/challenges encountered in the use of social media; and
- To identify how social media are governed.

In order to be able to achieve the abovementioned objectives, the study addressed the following questions:

4.2.2 Research questions

RQ 1: Which social media tools are used by the institution?

RQ 2: How are social media used?
RQ 3: What barriers exist in using social media?
RQ 4: What opportunities and benefits are there in the use of social media for institutions of higher learning?
RQ 5: Are social media measured and monitored and how?
RQ 6: Is there an existing social media strategy and policy?
RQ 7: Is social media used according to Grunig’s excellence theory of public relations?

4.3 RESEARCH METHODOLOGY/PARADIGM
A mixed method was used for the purpose of the study. Bryman and Bell (2007: 645) defined mixed method as “research that combines [both] quantitative and qualitative research”. According to Creswell (2009: 173), qualitative inquiry employs different philosophical assumption strategies of inquiry and methods of data collection, analysis and interpretation. Qualitative procedures rely on text and image data, have unique steps in data analysis and draw on diverse strategies of enquiry.

Struwig and Stead (2001: 7) stated that data collected using the quantitative research approach can be expressed in numbers. Leedy (1997:106) described the characteristics of the quantitative and the qualitative approaches by posing questions on the purpose of research, the nature of research, the data collection method, the forms of reasoning and on how findings are reached, as depicted in Table 4.1.

The mixed method was used by the researcher to gain understanding on how social media are used and also to use the findings from the qualitative research to inform the quantitative research. Johnson and Turner (2003) recommended six key methods of data collection to be used in mixed methods studies: questionnaires, interviews, focus groups, tests, observations and secondary data.

The research was completed in two phases. The study used a sequential exploratory strategy; the first phase of the qualitative data collection and analysis was followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase (Creswell, 2009: 211). Bryman and Bell (2003: 648) asserted that qualitative research can be used to guide quantitative research.

Table 4.1: The Characteristics of the Qualitative and Quantitative Approaches (Leady, 1997: 106)
The in-depth knowledge of social context acquired through qualitative research can be used to inform the survey questions and self-completion questionnaire. Table 4.2 identifies the approaches used to align the research questions with the methods.

**Table 4.2: Summary of the Phases of the Research Aligned to the Research Questions.**

<table>
<thead>
<tr>
<th>Research phase</th>
<th>Research phase questions</th>
<th>Participants</th>
<th>Type of data collection</th>
<th>Instrument/Methods used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>RQ 1, RQ 2, RQ 3, RQ 4, RQ 5, RQ 6 and RQ 7</td>
<td>Social media managers</td>
<td>Interviews</td>
<td>Interview schedule</td>
</tr>
<tr>
<td></td>
<td>RQ 1, RQ 2, RQ 3, RQ 4, RQ 5, RQ 6 and RQ 7</td>
<td>Social media faculties/departments/centres officers</td>
<td>Focus group interviews</td>
<td>Interview schedule</td>
</tr>
<tr>
<td></td>
<td>RQ 1, RQ 2 and RQ 7</td>
<td>Social media sites: Facebook, Twitter, Blog, YouTube and LinkedIn</td>
<td>Observation</td>
<td>Observation schedule</td>
</tr>
<tr>
<td>Phase 2</td>
<td>RQ 1, RQ 2, RQ 3, RQ 4, RQ 5, RQ 6 and RQ 7</td>
<td>Participants from IHE, Public and private FETs</td>
<td>Survey</td>
<td>E-mail questionnaire</td>
</tr>
</tbody>
</table>
Harmely (1996) as cited in Bryman and Bell (2003: 645) proposed three approaches to mixed method research:

1. Triangulation, which refers to the use of quantitative research to support qualitative research findings or vice-versa;
2. Facilitation, which is used when one research strategy is employed to aid research using other research methods; and
3. Complementary alignment, which occurs when two research strategies are employed in order to dovetail different aspects of an investigation.

Table 4.2 provides the summary of the research aligned to the research question. Creswell (2003) cautioned that mixed methods can pose numerous challenges as this approach requires extensive data collection, time to analyse both text and numeric data and the requirement that the researcher should understand both qualitative and quantitative forms of research.

4.4 RESEARCH DESIGN

Research design provides a framework for collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions of the research process (Bryman & Bell, 2007: 259). Case study and survey research were the two methods used for this study, as discussed in detail below.

4.4.1 Phase one: Case study research

Yin (2003) maintained that a case study looks into a phenomenon within its real-life context, where boundaries between the phenomenon and its context are not clearly evident and in which multiple sources of evidence are used. Leedy and Ormrod (2010;108) defined a case study as a type of qualitative research in which in-depth data are gathered relative to a single individual, programme or event, for the purpose of learning more about an unknown or poorly understood situation. Leedy and Ormrod (2010) further claimed that although in other instances, researchers also study two or more cases – often cases that are different in certain key ways to make
comparison or to build theory – such an approach is called a multi or collective case study.

Struwig and Stead (2001:8) described a case study as a method often used as a first step in the research process. Boyd et al. (1981) cited in Struwig & Stead (2010) specifically stated that case studies are conducted to isolate three factors:

1. Features that are common to all cases in the general group;
2. Features that are not common to all cases, but are common in certain subgroups; and
3. Features unique to specific cases.

This study attempts to compare common features and the differences between the two case studies chosen. Although Stake (1995) cited in Creswell (2009: 13) stressed that case studies are bounded by time and activity and researchers collect detailed information using a variety of data collection methods over a lengthy period of time, the analysis of the cases for this study could only be conducted from July to October 2011, because of limitations, such as lack of resources to cover costs and limited time.

The advantage of a case study is its potential to emulate a case in great depth and detail and to place that case in a real context. This research was conducted on multiple-case studies. Multiple-case studies can be interesting if they are designed to highlight hypothesised similarities and hypothesised variation among cases (Murray & Beglar, 2009: 48). Critics of the case study method believe that the study of a small number of cases can offer no grounds for establishing reliability or generality of findings. Others feel that the intense exposure to study of the case may bias the findings. Some dismiss case study research as useful only as an exploratory tool. However, researchers continue to use the case study research method with success in carefully planned and crafted studies of real-life situations, issues and problems (Yin, 2003).

Yin (2003) identified six common sources of evidence in doing case studies: (1) direct observation, (2) interviews, (3) archival records, (4) documents, (5) participant observations and (6) physical artifacts.
Semi-structured interviews, focus group interviews and observations were used to collect data. Triangulation essentially involves cross-checking for internal consistency or reliability across the data sources.

4.4.2 Second phase: Survey

In the second phase of this study, a survey was used. According to Leedy and Ormrod (2010: 187), a survey is quite a simple design: a researcher poses a question to willing participants, summarises their responses with percentages, frequency counts or more sophisticated statistical indexes and then draws inferences about a particular population. According to Creswell (2009: 145), survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population, which allows a researcher to generalise from the sample results. Leedy and Ormrod (2010: 108) further asserted that surveys are designed to determine the incidence, frequency and distribution of certain characteristics in a population.

A survey in the form of a questionnaire was sent via e-mail to respondents. Bryman and Bell (2003) described an e-mail survey as a form of online survey. They identified the following advantages of an online survey compared to postal questionnaires: (a) the e-mail surveys are particular cheap, (b) they normally get fast response and (c) they have no constraint in terms of geographical coverage. Evidence shows that e-mail surveys are completed with fewer unanswered questions and also elicit a better response to open questions.

Bryman and Bell (2003) identified the following disadvantages of online surveys, compared to postal questionnaires: (a) although the response rate is faster, it is lower than that of postal surveys; (b) this form of survey is limited to an online population so it is important to motivate participants to participate in the study and (c) confidentiality and anonymity are issues, as questionnaires are normally embedded within the message or as an attachment.
4.5 POPULATION AND SAMPLE

The following section looks at the population and sampling method used for the study.

4.5.1 Population

Sekaran (2000:266) referred to a population as the group of people, events, or things of interest that the researcher wishes to research. The population of this study is the institutions of higher learning in South Africa and the Further Education and Training institutions, consisting of both public and private colleges.

4.5.2 Sample and sampling method

A sample is defined as a subset of a population and should represent the main interest of the study (Collis & Hussey, 2003). Leedy and Ormrod (2010) were of the opinion that using a sampling design may be more or less appropriate in different circumstances. According to Struwig and Stead (2001), there are two main types of sampling techniques: probability and non-probability sampling. In a probability sampling, every element has an equal opportunity of being selected. The researcher specifies, in advance, the segment of the population that will be represented (Leedy & Ormrod, 2010).

In non-probability sampling, the selection of the sampling unit is arbitrary as the researcher depends on personal judgment (Struwig & Stead, 2001). The researcher has a way of forecasting or guaranteeing that each element of the population will be represented. According to Leedy and Ormrod (2010), there are three common techniques of non-probability sampling: convenience sampling, quota sampling and purposive sampling. Probability sampling consists of four sampling techniques: simple random sampling, stratified sampling, proportional stratified sampling and cluster sampling.
4.5.2.1 Phase 1: Case Study

A purposive sampling was used in this phase (Creswell, 2003). The units of study are NMMU and Stellenbosch University, both state-funded universities in South Africa. Purposive sampling was used to select the interviewers. With purposive sampling, specialists in the subject of the survey choose what they believe to be the best sample for that particular study. According to Yegidis and Weinbach (2009: 208), purposive sampling is used because it is believed to give the researcher, to some degree, a unique approach to a problem or solution or special perspective.

Interviews

Purposive sampling was used to select the interviewees. Two NMMU staff members responsible for the universities marketing and communication departments’ social media were interviewed. The first respondent (responsible for the Facebook and Twitter official account – NMMU Facebook and Twitter account) aimed the posts at prospective students and current students. The second respondent was responsible for the alumni of the NMMU. From Stellenbosch University, one respondent, responsible for the social media presence of the university (which is inclusive of current and prospective students and alumni), was interviewed.

Focus group interviews

A purposive sampling was used in selecting representatives responsible for the schools, faculties, institutes, departments and centres that have a social media presence. Six (6) respondents took part in the focus group interview. All six fully represented the different divisions. Although these respondents are not responsible for the main social media presence, they directly and indirectly have an impact on the social media presence of their various divisions/faculties/departments or centres. What they say and post could have an impact on the reputation of the organisation as they are responsible for promoting programmes or services offered by the departments or centres.
Observations of the sampling unit

The two universities’ social media presences were observed in 2011 from June to October. Only the official pages that are managed by the university marketing and communication department were observed.

The content was analysed from the following social media presence (Table 4.3).

Table 4.3: Social media observed

<table>
<thead>
<tr>
<th>Social media presence</th>
<th>NMMU</th>
<th>Stellenbosch University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facebook</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Twitter</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. LinkedIn</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. YouTube</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Blog</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Flickr</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Two Facebook pages from NMMU, aimed at alumni and current and prospective students were analysed.

The Stellenbosch Facebook pages labeled/branded as Maties and Maties Alumni (aimed at alumni and current and prospective students) were analysed from Stellenbosch University.

The observations were made between July and October 2011.

4.5.2.2 Phase 2: Survey

A simple random probability sampling technique was used in the study. According to Yegidis and Weinbach (2009:202), simple random sampling is the most commonly used type of probability sampling. It entails randomly selecting some predetermined number of cases from the sampling frame or population. Every institution of higher learning (universities and universities of technology) and Further Education and Training (FET) had an equal opportunity of being represented. Currently, South Africa has 23 institution of higher learning. It was deemed proper to include the whole population because of the small size of the population.
The FET consists of both public and private institutions. A list of all public and private FETs was sourced from the Department of Higher Education. Random sampling was used. According to Sekaran (2000: 281), in a simple random sampling, “all elements in the population are considered and each element has an equal chance of being chosen as the subject”. Sekaran claimed that random sampling has a disadvantage in that it is not as efficient as the stratified sampling method. Currently there are 50 Public FET colleges in South Africa. A total of 273 participants were invited to participate in the study (see Table 4.4).

### Table 4.4: Institutions of higher learning

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Number (N)</th>
<th>Sample (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution of higher learning</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Public further education and training</td>
<td>50, with multi-campuses</td>
<td>50</td>
</tr>
<tr>
<td>Private further education and training</td>
<td>491</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>564</td>
<td>273</td>
</tr>
</tbody>
</table>

### 4.6 DATA COLLECTION METHOD

The following sections will elaborate on the methods used for data collection in this study. According to Struwig and Stead (2001), there are two types of data collection: primary and secondary.

#### 4.6.1 Primary data

Yin (2009) identified six common sources of evidence in doing case studies: (1) direct observation, (2) interviews, (3) archival records, (4) documents, (5) participants observations and (6) physical artifacts Semi-structured interviews, focus group interviews and observations were used to collect data. Triangulation essentially involves cross-checking for internal consistency or reliability across the data sources. A questionnaire is the form of a survey method which was used for the purpose of the study to address the second phase. These methods are discussed in detail below.

**Interviews**

According to Mason (2002:62), unstructured interviews have four important common aspects: 1) interaction or dialogue between interviewer and interviewee; 2) informal
conversational interviewing as opposed to rigid formal question and answer sessions; 3) a topic–by-topic or theme-by-theme narrative approach; and 4) they point out the specific context within which knowledge is to be constructed or reconstructed. According to Sekeran (2000: 230) and Creswell (2009: 179), the face-to-face interview has the following advantages and disadvantages:

Advantages:

- In a face-to-face interview, the researcher can adapt the questions as necessary, clarify doubts and ensure understanding;
- The researcher can pick up nonverbal cues from the respondent, which allows the researcher to detect any unconscious bodily response;
- Participants can provide historical information; and
- Allows the researcher control over the line of questioning.

Disadvantages:

- Interviews have a geographical limitation as they require vast resources and can be costly if they need to be undertaken nationally or internationally;
- Respondents may feel uneasy about the anonymity of their responses when they interact face to face; and
- A face-to-face interview provides indirect information filtered through the views of interviewees.

A qualitative interview was chosen for the case study as an appropriate research technique because of its capacity to generate rich, detailed information. Interviews can provide a thorough understanding of the issues from varied perspectives. Therefore, interviews are also subject to wide variations in interviewer/observer bias and interpretation, which creates analytic challenges.

Practitioners responsible for universities’ official social media presence were identified and invited to participate in the study in the form of interviews. A consent form was signed by each respondent. The interviews were conducted to gain insight into the use of social media. No timeframe was identified for interviews as this depended on the availability of the respondents. The interview was conducted for a
maximum of 60 minutes (Refer to Annexure B for an interview guide, with the permission provided by the respondents for interviews to be recorded).

**Focus group interviews**

Berndt and Petzer (2011: 92) and Struwig and Stead (2001: 8) defined a focus group “as a panel of people, led by a trained moderator, who meet for 90 minutes to two hours to exchange ideas, feelings and experiences on a specific topic. A focus group is seen as type of group interview where six to ten participants are interviewed simultaneously”. According to Struwig and Stead (2001: 8), the aim of the focus group is to generate ideas rather than measure how widespread or prevalent various attitudes are among the population. Typical questions to ask are as follows:

- How many focus groups should I have?
- Who should be included in the focus group?

Berndt and Petzer (2011) further explained that focus groups are useful when time is limited and that people feel more comfortable talking in a group than alone. Interaction among participants may also be more informative than in individually conducted interviews.

One focus group, consisting of six respondents, was conducted in order to obtain background information for the survey. The group was compromised of the social media managers from different schools, departments, faculties and centres/institutes. These sessions took place in June 2011. The session lasted for 2 hours.

**Observations**

Observation in qualitative studies is intentionally unstructured and free flowing (Leedy & Ormrod, 2010:147). The observer is not bound by predetermined measuring instruments but searches for concepts and categories as they unfold in the setting and looks for clues (Adler & Adler, 1994, cited in Struwig & Stead, 2010: 101).

Observation can take place within an hour or over a period of months or even years. For the purpose of this study, the observation was done over a period of two months,
on Facebook, Twitter and also on Blog. The YouTube account and LinkedIn observation consisted of observation of all the information and videos posted since the inception of the pages.

According to Creswell (2009: 179) and Leedy and Ormrod (2010), the advantages of observations are that a researcher can record the information as it occurs and that unusual aspects can be noticed during observation. The flexibility of unstructured observation becomes an advantage as the researcher can take advantage of some unseen data sources as they surface. The concerns for observational techniques include trustworthiness, reliability and ethics (Adler & Adler, 1994, cited in Struwig & Stead, 2010: 101). According to Yegidis and Weinbach (2009), other inherent disadvantages of unstructured observation relate to consistency; because of its unstructured nature, when more than one person collects the data, there may be large variation due to subjectiveness.

The researcher will overcome this by saving screen shots of the observed social media platforms on the Word document in Annexures C-H.

**Questionnaire**

A questionnaire was used to collect data. Questionnaires are associated with both positivist and phenomenological methodologies. A questionnaire is defined as “a list of carefully structured questions, which have been chosen after considerable testing, with a view of eliciting reliable responses from a chosen sample” (Collis & Hussey, 2003: 173).

Global Campus (2009), Mabry (2008), Patricios (2008) and Reuben’s (2009) surveys, were used to design the survey instrument, which was tailored to specifically address the study objectives. In order to ensure that the instrument was clear and concise and would yield data that were pertinent to the study, the study promoter and a statistician from the Nelson Mandela Metropolitan University (NMMU) reviewed the questionnaire to ensure that all requirements, with respect to questionnaire construction, were adhered to. The questionnaire construction process involved the careful selection and refinement of those questions deemed most important to ensure that accurate information was obtained to address the problem statement and research questions of the study.
Cargan (2007:116) outlined the disadvantages of an e-questionnaire:

- A self-administered questionnaire is limited to the written response and this may lead to incomplete answers;
- Self-reported information raises concerns regarding validity because of the respondents’ possible reluctance to respond honestly; and
- A lower response rate to e-questionnaires has been noted.

The questionnaire consisted of both closed-ended questions and open-ended questions. The questionnaire consisted of Sections (A) and (B), besides the cover letter which contains background information about the research. Section (A) contained general information about the participant in the survey: name of the institution (optional), occupational role, highest qualification, age group, gender and department they are working for. Section (B) consisted of 37 questions that relate to the sub-problems of the research:

- Governance – 8 questions;
- Strategy – 6 questions;
- Measuring and monitoring – 6 questions;
- Barriers – 1 (list of questions);
- Opportunities – 3 questions; and
- Social media use – 13 questions.

The types of questions varied amongst nominal, ordinal and interval. There were four open-ended questions and the other questions required the participants to rank and rate, although some of these questions required respondents to motivate their answer.

4.6.2 Secondary research

Secondary research forms a good foundation from which primary research can be conducted. The secondary research discussed in Chapter 2 and Chapter 3 provides all the elements on social media use. For the purpose of this study, written material, such as books, Internet sources, journal articles and previous studies on social
media, were consulted. The indicators above were developed from the literature review as well as from the researcher’s experience of working with social media.

4.7 PROCEDURE FOR DATA COLLECTION
The following procedures were used to conduct this study. First, the researcher received permission from the director of the marketing and communication departments of the two institutions. At Stellenbosch University (SU), a candidate was identified who was responsible for managing and updating the official social media pages. At NMMU, because its alumni department is separated from the marketing department, two respondents were interviewed, one from the marketing and communication department and one from the alumni department. At SU, only one respondent was interviewed.

In order to conduct the survey, the researcher obtained the following information:

- List of institutions of higher learning from the Department of Higher Education and Training website. The details of the public relations and marketing departments and contact numbers of each institution were obtained from the websites;
- List of public FET colleges from the Department of Higher Education and Training website. The details of the public relations and marketing departments and contact numbers of each institution were obtained from the websites; and
- List of private FET colleges from the Department of Higher Education and Training website. The details of the public relations and marketing departments and contact numbers of each institution were obtained from the websites.

After sampling, the participants were invited, via telephone calls, e-mail and messages to the participants’ Facebook inbox, to participate in the study, requesting a usable e-mail address at which respondents could receive a questionnaire. Participants responded by providing their e-mail addresses. Respondents with an e-mail address were immediately sent an e-mail. The questionnaire was attached in the e-mail (Bryman & Bell, 2007: 675) with an invitation to participate in the study embedded in the e-mail. When returning a questionnaire, the participants were
asked to attach the questionnaire to the e-mail, although they were also given the option to fax the e-mail. The fax number was provided in the covering letter.

Three weeks after sending the questionnaire, the researcher sent a friendly reminder to all non-respondents. The last reminder was sent after 6 weeks with the questionnaire attached to the e-mail. The data collection occurred between the months of May 2012 and August 2012.

4.8 DATA ANALYSIS
Quantitative research reduces data to means, medians, correlations and other summarising statistics. Qualitative research constructs interpretive narratives from data and attempts to capture the phenomenon under study (Leedy & Ormrod, 2010). The data analysis procedures described in this section resulted in the calculation of descriptive statistics as well as inferential statistics. According to Welman and Kruger (2001: 208), descriptive statistics is concerned with description and summarisation of data obtained from a group of individual units of analysis. Struwig and Stead (2001:158) claimed that the purpose of descriptive statistics is to provide an overall, coherent and straightforward amount of data. Measures of central tendency were used to indicate the spread of scores, including the range, standard deviation and the variances (Struwig & Stead, 2011).

Recorded interview sessions were transcribed and presented as narratives. With respect to the quantitative data, the researcher created a database to store the results from the survey. After the data were assessed for usability, the programme Microsoft Excel was used to analyse the data.

4.9 VALIDITY AND RELIABILITY
Yin (2003) prescribed four tests that are commonly used to establish the quality of any empirical research:

- Construct validity – establishes correct operational measures for the concept being studied;
- Internal validity – allows establishing causal relationships;
• External validity – establishes the domain to which the study’s findings can be
generalised, using theory in single-case studies or using replication logic in
multiple-case studies; and
• Reliability – demonstrates that the operations of the study such as data
collection procedures can be replicated.

According to Creswell and Miller (2000) cited in Creswell (2009), validity is based on
determining whether findings are accurate from the standpoint of the researcher, the
participant, or the reader of an account.

4.9.1 External validity

Welman and Kruger (2001: 180) defined external validity as the effectiveness with
which research enables one to predict the course of events in other times and at
places.

4.9.2 Internal validity

Internal validity is assessed by the extent to which the available sources make it
possible to rule out alternative explanations (Welman & Kruger, 2001: 180). All
responses in this study were audio recorded in order to ensure that the data
collected were valid. Follow-up telephone calls were used to confirm and clarify data
that were unclear to heighten the validity of the information.

4.9.3 Reliability

Reliability attests to the consistency and stability of the measuring instrument
(Sekaran, 2000: 424). In general, reliability refers to the extent to which a
measurement instrument yields consistent, stable and uniform results over repeated
observations or measurements under the same conditions each time (Creswell,
2003). There are different ways in which reliability can be addressed in qualitative
research. These include observations, text analysis and interviews (Silverman, 1993,

a. Observation – the study should ensure that the notes taken at the time are
available for other researchers to consult;
b. Text analysis – the best method is to have more than one rater to categorise the data independently. The raters’ categories are compared and agreement should be reached in order to use the categories;

c. Interview reliability – the reliability of the interview can be obtained by using the following techniques:
- Interview schedule;
- The interviewers are trained in interview technique; and
- Two or more raters check the reliability of the codes allocated to the response question.

In order to illustrate the use of observation in this study, screen shots of the observed social media pages are attached as Annexures. An interview schedule can be found in Annexure A. The focus group schedule is in Annexure B and the screen shots in Annexures C to H. A complete list of interview questions can be found in Annexure C.

As mentioned earlier, the questionnaire was reviewed and revised by the promoter and the statistician (NMMU) to ensure that the questionnaire measure what it intended to measure.

4.10 ETHICAL CONSIDERATIONS
The most critical ethical issues fall into four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues (Leedy & Ormrod, 2010: 101). The interviewees were given a consent form which clearly specified that their participation would be strictly voluntary.

Hewson et al. (2003) cited in Bryman & Bell (2007) pointed out that data that have been deliberately and voluntarily made available in a public Internet domain, such as Newsgroup, can be used by the researcher without informant consent, provided anonymity of people is provided. The covering letter clearly described the nature of the study and the duration. Providing the name of the institution on the questionnaire was optional. The researcher’s contact details were provided and the promoters’ details were provided (Leedy & Ormrod, 2010).
4.11 LIMITATIONS OF THE STUDY

Limitations identify and anticipate potential weaknesses in the study relating to the methodology, sampling and analysis methods:

- The first limitation is that the sample chosen for the case study only represented two institutions of higher learning;

- The second limitation is that the sample size chosen for interviews was relatively small. Responses were limited to a sample of social media institution managers and did not include the FETs from public and private colleges. Although this method allowed the researcher to provide a detailed, rich description of how social media managers use social media, the findings cannot be inferred to be transferrable to the entire national population;

- The third limitation is that the focus group interviews were conducted with only one case, NMMU;

- The fourth limitation is that observations were done in a period of 3 months. Due to limited time and resources, the researcher could not continue observations beyond the 3 months. Considering the fast pace of change in technology, there could be some changes and improvements on the current social sites of the chosen cases; however, the findings could be useful to those institutions that are at an entry level of social media use;

- The fifth limitation is the non-availability of some respondents, which prevented the researcher from doing a follow-up of non-respondents in this study and the claim from some of the institutions that they could not disclose information as their strategy on the social media implementation was confidential;

- The sixth limitation is that the questionnaire was too long and this could have discouraged some of the potential respondents;

- The seventh limitation is that though there are 491 Private FET colleges, the findings show that some of these colleges trade under different brands, whilst their marketing and communication is managed by one organisation. This
influenced the number of responses because if one marketing department did not respond, this could be converted to 41. Some of the private colleges’ social media management is outsourced and the marketing departments were not willing to disclose the information of the consultancies involved; and

- The last limitation is that the sample of social media managers completing the survey may not accurately represent the population as a whole.

4.12 CONCLUSION
To best achieve the aims of this study, the mixed methods research design was adopted, allowing data to be collected both quantitatively and qualitatively, as described in this chapter. The study was conducted in two phases. The first phase employed a case study design, using a purposive non-probability sampling. In this design, the researcher used semi-structured interviews, observation and focus groups as the forms of data collection. The second phase employed a survey design, which was applied by using probability sampling. The use of questionnaires as a type of survey design was discussed in the chapter and the advantages and disadvantages of using a questionnaire were provided. The research instruments and data collection processes were discussed in detail as well as the data analysis, validity and reliability of the research method, the limitations and the ethical considerations. Chapter 5 will present the managerial implication of the findings and also presents the future studies, conclusion and recommendations.
5.1 INTRODUCTION
This chapter presents and discusses the empirical data collected from interviews, focus groups, observations and the survey. Firstly, the result of the semi-structured interviews conducted with the Stellenbosch University (SU) and the NMMU are discussed. Secondly, the information gathered from the focus group conducted was discussed. Thirdly, the results on the observation of the NMMU and SU social media were discussed. Lastly, the results of the survey conducted with the institutions of higher learning and both private and public colleges were discussed.

5.2 INTERVIEW ANALYSIS OF THE NARRATIVE AND DISCUSSION
In order to achieve an understanding on how social media is used by institutions of higher learning, the researcher conducted a case study on the NMMU and the Stellenbosch. The institutions’ official social media managers were interviewed in 2011. Below are the interview narratives and further interpretations and discussions of the narratives.

Coding: Stellenbosch = respondent 1; NMMU marketing and communication = respondent 2 and NMMU alumni = respondent 3

Evaluation

1. What is your role?
   Respondent 1: Social media content manager
   Respondent 2: Online content manager
   Respondent 3: Alumni Director

2. What social networking sites do you use for marketing and communicating with organisational stakeholders and provide some background on these pages?
   Respondent 1:
   Facebook, Twitter, LinkedIn, Blog, YouTube and Flickr.
   Using various tools has an effect of making you to be increasingly irrelevant to the market you want to reach. It is important to prioritise. All our communication
is written in English and Afrikaans. It is important to provide different brands as you choose your social media tool.
We try to balance language by using 50/50 Afrikaans and English. General communication and reporting to important staff is in English. If something has an Afrikaans core then you have to use the appropriate language.
Ultimate users on Twitter are more intellectual than the Facebook users. Conversation on Twitter, message goes out quicker. It is viral/fast.
Facebook – 30000 users, the growth is amazing. At the beginning we were informal and asked irrelevant questions and people love it to get users. As soon as you have users you have to formalise.

Respondent 2
Facebook and Twitter. We decided not to scatter, to avoid using every network, it is pointless as you diverting, fragmenting you user base. But for our open day campaign we used YouTube flash mob and it attracted a lot of likes and positive comments (see appendix E). We are also exploring using MXit.
Our Facebook page in growing and although I was a bit resistance on using social media, I am loving it! Every day comes with its own opportunities to share to laugh and to learn more about the users and what they think of us as a university. Two major changes first – we realised that we were getting far too many admission enquiries. It became a page where students were asking too much about the application.
Separate tab which provided information to apply. It was not easy. One needs to have some technical experience. All that was done was creating a page called applying at NMMU, we had a status update where users were informed about this page.

Providing contact details of admission I thought I had to post the status for two weeks. Posted once and it was almost an instant. I had to physical fill applications form which was eating a lot of my time.

Respondent 3:
Facebook
Changing an employee we had to lose our page and start from the beginning. We had Facebook page and we lost administration rights so we had to set up a new page. We haven’t gone big; we are in the process of setting up other social media presence. For 2012 we are planning to invest on a campaign to drive people to the social site, we need a campaign to tell people about our page. Talking to marketing and advertising agency and ICT guys. Which we look at it for a broader university communication strategy. It always looks expensive at the beginning if you don’t have a dedicated staff you will always miss important staff. Include their responsibility with writing articles edit electronic communication. To have a dedicated social media manager.

The social media “If you don’t use it you going to lose out”.

3. How long has your institution had a presence in these sites?
   Respondent 1: more than 2 years
   Respondent 2: for a year
   Respondent 3: for a year

4. How many hours do you spend per/ week using these sites?
   Respondent 1: 40 hours
   Respondent 2: Depends on activities on hand
   Respondent 3: Depends on activities on hand

5. Do you have a formal training on social media?
   Respondent 1: I have no formal social media training. I have worked with computers and studied language and that blends well with the social media. I have also attended workshops and facilitated workshops on social media
   Respondent 2: 
   Attended workshops
   Respondent 3: 
   Attended workshops and a trained journalist

6. How would you rate your knowledge of social media?
   Scale of 1(poor) – 10 (excellent)
   Respondent 1: 
   My understanding of social media is good
   Respondent 2: 
   On a scale she weighs her knowledge on 7/10
Respondent 3:
My understanding of social media is good

7. Who are your target audiences?
Respondent 1: Prospective students, current Students and Alumni. The biggest one is the Stellenbosch official page within the bracket of 18 – 25. The staff look at the page but not really as students.
Respondent 2:
Prospective students and current Students
Respondent 3:
Alumni 90000 graduates from the merged institutions, PE Technikon, UPE and Vista. The alumni can also include friends of the university or donors or partners.

8. What social media tools do you use to produce engaging content in social media sites?
Respondent 1:
Posting questions and surveys. Listening to the users and responding to their questions.
Respondent 2: I ran a lot of statements about the logo about the values about the brand. More adventurous, not just pictures of staff, yesterday, I posted a question that asked about what do you think about Jacob Zuma axing Cele. Found that Facebook is the page for debate. Posting questions, conducting surveys, posting photos, making comments and responding to queries.
Respondent 3
Surveys - we are in the process of developing our social media presence and will be doing more in future.

9. Do you have a social media strategy?
Respondent 1: Social media is part of the communication strategy.
Respondent 2: Social media is part of the communication strategy.
Respondent 3: Social media use is part of the communication strategy.

10. What are your top benefits for using social media to market and communicate with the institutional stakeholders?
Respondent 1:
Platform that provides the client with a way to create relationships and leverage on this relationship. Social media "If you don’t use it you going to lose out. Getting and gage students’ sentiment about the university Facebook has attracted a lot of people, who requested application forms. It has created an opportunity to interact and give a good turnaround time.

Respondent 2: Marketing and branding

Meeting broader reach, more people are using more than one form of social media - 48% between the ages of 18 – 48%. Social media is changing how we communicate but we do not have to throw out conventional methods. We are follow famous people/institutions on Twitter.

Respondent 3

It allows us to have database and access to the alumni. This is done in collaboration with other tools of communication. When dealing with social media you have to be aware that it attracts different generations and it is received differently by these generation.

11. In your experience, what are your challenges of using social media for marketing and communicating to the stakeholders?

Respondent 1

Twitting all events, everyone wants to use you.

The challenges faced by live events.

Bureaucracy - time consuming constraints. Trying to get the information out as soon as possible, getting the information from other department.

Bureaucracy - in a lot of ways duplicating what other departments are doing. If you don’t coordinate with other departments they can feel like you are doing their job. It is always good to alert people if you are going to tap into their territory. Getting a warning that he was using too much space, especially to upload and has to watch the video and that requires to view the video first. The price of bandwidth per page is greater.

- Limited manpower;
- Limited time and
- Limited budget.

Respondent 2:

Challenges that we have is in human resources, we could do more if we had extra hands.
Respondent 3

Challenge - there is always a human recourse and a financial implication. You have to have a communication officer updating the website. For a small department for a department like us you need to have a dedicated to this. We also need to have a plan of action so as to be able to motivate need. Working on content. Having an administrator to follow up to from it and manage it, people can make comments on everything. Sometimes the comments are not valid yet people could comment about anything which can be qualified as a right.

We need to roll out all necessary structures in place. We have new page we had to create following the collapse of the old page. We also use our traditional form. We are planning on pushing social media big time.

12. What are the top reasons you use social media?

Respondent 1

Responding to requests for applications, information where the campus is. Sometimes its client relations or issuing the information. Social media created a new ways to talk to the student it does not compromise the traditional media.

Respondent 2:

Brand communication. To tell the stories about the university the success case. It is about going to where the students are at. Social media is used to talk to the fans by disseminating university information. Student feedback or questions is used as a way to listen to the fans and continuous dialogues depending on issue of topicality at that time.

Respondent 3

Communicating about our events and also making announcements.

13. Do you measure results? If yes how do you measure results when using social media?

Respondent 1:

Yes we do. We use Matrix; number of users and other social media matrix. We use Facebook insights. I have continuously sent a report to manager Facebook insights. You want to give numbers and it is not about numbers but engagement.
Respondent 2:
Currently the department is using Facebook and Twitter metrics.

Respondent 3:
N/A

14. Do you monitor social media? If you do which tools do you use?
Respondent 1:
Yes we monitor. We use Twitter a lot and we have different columns for
mentions and we track using key words. Sometimes people just mention the
name without even wanting to talk to us.
We track key words; as soon as we get mention we track that. Inflammatory
thing it is always nice to reply. It is always nice to.
The Google+, we looking into that but not just do it because everyone is doing
it.

Respondent 2:
Currently the university is using Google alert.

Respondent 3
We don’t monitor because we haven’t fully launched our social media.

15. What in your opinion will make marketing and communicating more
effective on the social media?
Respondent 1
More human resources and time then we will be able to explore other avenues
of social media.

Respondent 2
More human resources and time.

Respondent 3
A fulltime social media officer

16. Do you think it is necessary to have a social media policy and why/why
not?
Respondent 1:
It is necessary to have a social media policy. We had someone who posted on
the web that she hated her job. We are working on social media policy we are
currently liaising with UNISA to have a feel on how they have compiled theirs.
Respondent 2
There is a need for a social media policy. A student posted racial comments on the site and this led to a lot of behind the scene discussion. It is reasons like these that we need to share how social media should be used.

Respondent 3
We don’t have a social media policy, as we are growing that will have to come with the development of our social media presence. One concern is privacy. The contact details are private. What we need to protect is that we have enough security, we follow the information law.

17. Do you have any plan/s for social media in the near future?
Respondent 1
Depending on time and budget exploring other avenues of social media

Respondent 2
Depending if we get extra hands we are exploring MXit as another tool of communication and may be using some of new social media platforms that we currently do not have existence in.

Respondent 3
To go big and also ensure the channel is taken seriously by getting content organised and ensuring that we have the capacity to deal with what is coming back.

18. How do you feel about getting feedback from social media users?
Respondent 1
We promptly respond to comment creating a good image and not try to control conversation by listening and being part of the conversation.

Respondent 2
Social media is about engagements. It is quiets exciting getting positive feedback. Such as when a student says I can’t wait to be part of the institution. I have also picked up that we have created loyal fans/followers who regularly post comments such as well done. Especially when posting reasons to be proud of (success stories).
We had a survey and it actually solicited some negative feedback which it is good to source such information so as to ensure that we improve our services.
Respondent 3
The feedback is good to have understanding on how the user receives our social media presence.

19. Do you have any issues you would like to address?

Respondent 1
Most of the feedback we get is positive; there is a bunch of staff members who say negative things. It is important to distinguish between good criticism and bad criticism. A university is part of a system and they expect that characters know everything. At times when people say things and you are not aware of it.

Respondent 2
The most amazing thing is getting to hear the excitement form the students, I can't wait joining NMMU. Noticing loyalty of some fans comments such as this student has …well done keep up the good work. Keep up the good work. It is not just like. There is certainly an engagement.

It is clear that marketing and communication practitioners are beginning to experience different offerings of social media. The university is in the process of introducing a campaign aimed at marketing the Vice Chancellor’s scholarship programme and looking at opportunities of using Facebook advertisement as one of the ways to drive interests. We are exploring on using Facebook advertising. It is interesting to note that the number of fans should be compared to the number of students enrolled at the university. The ratio of number enrolled in relations to number of fans should give the correct statistics of how many percent of the students are using the social media platform.

Respondent 3
It is important as a university to start looking into how we communicate because there are many people on the social space and this can have an impact on reputation of the organisation. That is why we are cautious on how we communicate. Other members want to be spoken to in Afrikaans. We want to make sure that we properly set up everything and launch. We do have material from our events which are recorded and we just need to do edit and start posting the content.
INTERVIEW DISCUSSION

It is clear that Facebook and Twitter are the most prominent forms of communication and widely used in relation to other forms of social media. Although Stellenbosch University (SU) had four extra tools which are LinkedIn, Blog, YouTube and Flickr.

The SU uses English and Afrikaans as the medium of communication whilst the NMMU only uses English. The SU use of two languages is motivated by the history of the institution. SU has been using social media for more than two years and has a full-time social media manager. Whilst the NMMU and the NMMU Alumni both have Twitter and Facebook the people responsible for manning the sites are also responsible for other activities in their departments. The sites are profoundly used for clientele relations, brand communication, events announcement and reach. Questions, surveys, debates, communication of the value, listening and responding to questions are ways used as a form of engagement with the users.

SU uses Facebook for prospective students to facilitate application and registration process and also to show off the university. This finding confirms Reuben’s (2008) study as illustrated in Chapter 1, section 1.5.

The main target audience is current students, prospective students and Alumni. Although SU also uses their Blog to reach to the media, bureaucracy has been identified as another impeding block to the effective management of social media, limited manpower, time and budget.

Both Universities are currently monitoring and measuring their social media presence but solely depend on free tools that only provide quantitative data analysis. NMMU Alumni (incl. ex-Vista PE, ex-PE Technikon & ex-UPE old students) and Stellenbosch Alumni Facebook pages were both planning on launching their new pages. The two institutions need to revisit their measurement and monitoring as it is basic and only uses quantitative measurement tools such as, Google Alert.

The two universities engage in the social media platform without any guidelines/policies and a strong sentiment was shared that a there is a great need for the social media policy. The two universities perceive social media to be providing
opportunities to interact with the stakeholders of the institution and to competitively positioning their institutions. Comments such as, “Facebook have assisted increasing turn-around time for responses”, were stated. Although the level of engagement could be improved, human resources seem to be a contributing factor to the level of engagement. This will depend on the availability of staff.

The interviewees perceive the feedback they receive as positive and they plan to use more social media tools in future.

5.3 FOCUS GROUP: ANALYSIS AND DISCUSSION
In August 2011 a focus group interview was facilitated with 6 people from various department, faculties, centres and schools responsible for the unofficial social media sites.

1. **Which social media are you currently using to communicate to your stakeholders?**
   *All of the six (6) respondents use Facebook; in addition two uses Twitter and two uses YouTube.*

2. **What is the primary goal of a social media presence?**
   *Social media is used as part of the communication strategy.*
   
   Some highlighted forming part of the global village and also that it is popular Brand awareness platform.
   
   “Current and prospective students are on-line and if we would like to get their attention and stay connected to them to identify problems, answer questions and just to market ourselves in general, we have to make use of social media tools”.

   *The fact that tools such as Facebook uses multiple ways to communicate with the stakeholders.*

   *Facebook is definitely the most popular because it is more interactive than the other social media sites. Students like to look at photos and Facebook gives them an opportunity to tag themselves, comment on posts and shares videos etc. This ensures that the users are updated with all events or areas of interest to them.*
At this stage, social media is just a small part of our integrated marketing strategy. It is used more to make people aware of the school and to enhance the internal communication efforts (students), than for marketing.

3. **Do you have a social media strategy?**

The majority of the respondents have a marketing communication strategy/communication strategy. The communication facilitated on the social space is facilitated through the set goals.

4. **Number of visitors per day**

Number of visitors ranged from 10 – 50 per day and that depends on whether there are topical issues.

*How do you measure your social media presence?*

The majority felt that they were measuring but more were depending on the free online tools of measurement. “The focus on the measurement is through counting every time a person likes our page”.

5. **How do you market your social media presence?**

Marketing is done through constant marketing of social media using posters and sms’s.

“We advertise our pages on all our marketing material (undergraduate guides/publications) and we have links on our official School website. At expo’s, careers evenings etc. We always talk about our social media pages during presentations to make prospective students aware of their existence”.

Business cards, advertisements, word of mouth, contact details, circulated documentation and events.

6. **What are your challenges in using social media?**

The amount of time required to be on the social site, responding to queries and consistently updating the sites.

7. **What are the downfalls of using social media?**

Lack of turnout on event marketed online converted to actual turnout on the event. With Twitter, you have a very limited space to make updates - this is very frustrating.

Lack of personal interaction with users – e.g. telephonic support line; support email address.
8. **Do you have a social media policy?**
All of the respondents stated that they did not have a policy and are not aware if the university has such a policy, but strong sentiments were shared that there is a need for a policy, noting all the bad stories in the media on how people get fired because of the misuse of social media.

9. **How many times do you update the site/s?**
The majority of the respondents update daily
“I try to update it daily, but if we don’t have any interesting or relevant content, I don’t post anything.”
“When needed/necessary.”

10. **What language do you use on your site?**
English is used, as it is the official language used by the institution. “It is uncommon to get posts in a language other than English, but if we receive any questions in other languages, we try to answer them in their own language, but mention to the person that we offer all our courses in English”.

11. **Do you measure and monitor your social media presence?**
No = 2  Yes= 4
Using free tools
The respondents monitor regularly (2), occasionally (2) and never (2). The respondents monitor what others say be it department, schools and other institutions. Social media is measured using the free tools such as Facebook Insights.

12. **What challenges do you experience in using social media?**
Social media is an additional workload to the work that the respondents do, which means that they are not using it as effectively as they would love to.
This also means that they can only use a few social media tools as the respondents believe that rather they use less and be more effective than using all and not mastering or using any effectively.

13. **How can you make your social media more effective?**
“As a big institution, it is difficult to control the content provided on social media sites. Each Faculty, School and Department has their own Facebook page and the messages and images portrayed on those pages, might not be in line with what the institution as a whole would like to portray”.
14. Do you use the university’s official pages such Twitter and Facebook to communicate issues about your department?

The majority of the respondents mentioned that they are linked to the university social space; a 50/50 response on those who are using the space especially if they are hosting events and they want to attract a wider audience. Some mentioned that although departments might have the social media presence, it is only advisable to also use the university’s page, as few people especially prospective student know the faculties/departments. This shows that there is a need for an aggressive campaign beyond the campus to encourage users.

15. What would you like to add?

The feeling was that there is a need for a fulltime social media officer. The university cannot afford to ignore the need for a permanent voice on social media.

Discussion:

The findings prove that social media is used within the university by faculties, schools and centres to communicate with their stakeholders. Facebook and Twitter are taking the lead in the social media use. The different divisions show commitment by having people responsible for managing the social media presence although a need exist to have a fulltime social media officer. The different divisions do have communication strategies that are not aligned with the marketing and Corporate Communications department. It is worrying that few divisions really measure and monitor their social media presence. Even with those who do measure, measurements are on quantitative factors and not qualitatively. Measurement cannot solely depend on free-tools as they are not fully reliable. The poor measurement can be influenced by the fact that most divisions are at their infant stage in social media adoption. The issue of a non-existence policy is a concern especially with risks such as brand hijacking (Arnold, 2009). The respondent vehemently shared that there is a need to have a social media policy. In the initial phase when adopting a social media presence it is important to always have a guiding policy on conversation behaviour. The challenges and concerns are the same, there is a need for an appointment of a fulltime social media officer and staff feels overwhelmed by the number of posting
they receive from the users. Overwhelming as it is, the good side about more requests could mean that more people are aware of the social media presence of these division. Respondents do not have budget although they felt that content that is used on other platforms could also be used for the social media presence which then makes it cheap.

5.4 OBSERVATION
In this section the researcher presents the results and discussion on the observation that was done on all NMMU and SU’s official social media sites from 25 August 2011 – 27 October 2011. The following sites were observed: Facebook, Twitter, YouTube, LinkedIn, Blog and Flickr. The first presentation of the observation is on SU followed by the NMMU.

5.4.1 The Stellenbosch University (SU):
The Stellenbosch University Facebook presence is divided in three:
In total SU had 28 193 students enrolled for 2011.
   1. Maties Alumni – for alumni;
   2. Mymatties.com – for current students and

5.4.1.1 Observation Findings and Analysis: Stellenbosch University

   a) Facebook
The Maties Facebook on the 27 of October had 857 likes, 52 talking about this. The Facebook page is written in both English and Afrikaans.

Maties Facebook:
Content:
The page has links: wall, information, friend’s activity, welcome events and links for Flickr, YouTube, questions.
Although there is one person responsible for updating information it was interesting to notice that the response turnaround minimum time is 30 minutes and a maximum of 1 day to queries posted. Most of the posts are done during working hours.
Information
It provides a brief description of the university and the courses offered. The contact details range from e-mail, telephone number, website address, physical address and the map.

On the Wall
Consistent updates on current issues or topical issues from the university are posted such as the Bokke game. The researcher observed that when the university posted current/topical issues it actually attracted more response/comments and likes. The content on the Maties fan page varies from video, pictures, academic life and events.

Posts from students include enquiries that range from access tests, accommodation and reminder on closing date for application forms. The SU also attaches links to answer the queries making it easy for students. The university posted on issues ranging from why Stellenbosch University? This is also linked in a Blog page. The university hosted a parent student information session and the information on the Blog provided information even to those who did not attend the session. The information is about what it means to study as the SU.

The Matties fan page also uses the Facebook page to promote their online Matties newsletter, providing a link which allows the fans to quickly view the newsletter. Some other Blog posts on the Facebook ranged from: “A day in a life of a Matie gives learner a taste of Matie land”, “Tertiary education is not just a dream” and “Excitements as SU surprise Mitchell’s plain with bursaries”.

Reasons to be proud
Blog link on Facebook also cross-linked to YouTube on News and a video congratulating the SU on being ranked one of the top universities in the world. This video solicited comments from the current and prospective students as well as the alumni students. The comments demonstrated the sense of pride from those who wanted to study and the university and those who have studied at the university.

Photos
Photos of events hosted, pictures of the university were posted on Facebook. Most commented on current or topical issue/news, as well as voicing personal opinions on these issues.
b) YouTube
SU joined YouTube on the 14\textsuperscript{th} of May 2009. On YouTube there were a lot of splinters profiles and channels. To date the SU boast 93 videos. The videos range from a minimum of 2 minutes to 18 minutes.
The Stellenbosch profile had:
Channel views = 9876;
Total upload = 44432; and
Subscriber = 85.

The videos uploaded range from annual lecturers and sports.
The videos are categorised into:
- Favourites (20);
- Events: the events range from alumni, graduations, sports, 26;
- Staff (22);
- Community (6);
- Studentelewe (11); and
- Rectors awards, prospective students evening (8).

One of the most popular videos was the Vice Chancellor’s announcement on SU being chosen as one of the best global universities.
Engagement is not in the hands of the marketing team alone; faculty members can spread news about their discipline to spread brand uniqueness, expertise, recent papers, innovations, class room experiences and courses.
Students and alumni can spread experience: personal experience and challenges

c) Flickr
Flickr is a leading photo management sharing application.
On Flickr the SU has an active account, with pictures uploaded.
The first upload was in 2006. The university had + 4000 pictures on Flickr.

The type of pictures found on US Flickr range from:
Sports; Social responsibility initiatives; Events hosted – casual day, graduations, alumni events, festivals, open day, welcoming first years; Campus life; Admissions; Rectors awards and Alumni.
According to Flickr (2011), Flickr provide options to (1) tell a story with your photos and allow whoever you want to comment. Currently there are comments opportunity on the photos, (2) Add notes to explain or comment right on the photo – notes are not provided on SU’s Flickr. (3) Favourite the photos you like best to easily find them later and see who has “favourited” yours. Favourites have its special link to view favourites (4) Add people to organisations photos for reference and so that they can see new postings. – not clearly defined and lastly, add tags to categorise photos and to help others find them in searches – numerous taglines are used which may be of assistance when searching for photos.

Appendix D: provides some screen shorts of Flickr’s posting.

The university can showcase student and faculty work featuring photos taken by students through a photo album. Give virtual tour of the university, create custom poster and promote events.

The SU accounts lack virtual tours and promotion of events.

Please note that this analysis is centred on the months there were observed, it could be possible that these factors were covered earlier on.

(d) LinkedIn

The SU in October 2011 had 2599 Followers 2189 of the people on LinkedIn are university employees, the 410 difference vary from current students and alumni. The SU LinkedIn pprofile summarises professional accomplishment and help users find and be found by former colleagues, clients, classmates and partners.

The researcher is of the opinion that this site could be used to encourage group discussions with the staff and Alumni.

According to Lavrusik (2008) LinkedIn can be used to promote alumni network, have conversation/ discussions and also Google maps. The SU page only has content that have been uploaded by the staff. The majority of the staff users are also the alumni of the university. News and any other relevant information, newsletter could be posted.

There are also other SU groups that have been created by LinkedIn users not directly linked to the central marketing and communication department of the university.

(e) Blogger
The Stellenbosch University Blog is dedicated to the media. The site consist of links to press releases, contact and the Hope project which is the university’s social initiative project and an option to Submit news. The Blog is written in both English and Afrikaans.

http://Blogs.sun.ac.za/news/category/academic/

In October 2011 the Blog had 136 stories, in September 124 stories and in August 132 stories. The stories covered a range of topics from - academic, corporate and alumni, general, notices and research education. The stories covered are related to categories identified above but also with a touch of human interest. The Blog information was also posted on other social media pages. In order to view stories one has to use the search engine key or to look in the list of categories. Some of the stories:

- Big smiles for accounting lecturers elected as top lecturers;
- Prof Helmut Schwarz speaker at special lecture;
- Fugard shares tricks of the writing trade with SU students;
- Student receives Mandela Rhodes scholarship and Rector’s award;
- Faan’s hat trick ensures win for Maties;
- Free intermediary isiXhosa course for staff; and
- Tickets still available for Stellenbosch Extravaganza.

The media link provides current and archived press releases and also has pictures that can be downloaded by the media. The Blog also offer opportunities for viewers/readers to comment on stories. The Blog carries newsworthy stories that can be accessed by all stakeholders of the organisation. The Blog is a good tool to keep abreast on issue of interest; on average there are four stories posted per day. Appendix H: provides some screen shorts of Twitter posting.

5.4.2 Observation Findings and Analysis: The NMMU

a. Facebook

The NMMU Facebook page is aimed at telling stories about the NMMU, ranging from success stories, news, events and future plans.

The standard links:
• Wall – it contains all the posting from the users and the university ranging from news, events, invitations and success stories;
• Information- contact details such as the telephone number, physical address. Email, link to the website;
• Photos- list of photos uploaded on Facebook;
• About us- provides a background information about NMMU;
• Department link – most departments that have a Facebook presence are linked; and
• Notes- range from discussion about the diversity week, apply at NMMU, Celebration of Xhosa culture. All these were news covered on both the website and also on the traditional media.

Questions

• Do you feel that NMMU meets your social, academic and extracurricular needs?
• Can you identify the NMMU logo from a group of university logos?
• Do you believe the NMMU brand stand out from other universities?
• Can you identify the NMMU logo or slogan by only seeing one of the elements?
• Why did you choose NMMU as your choice of university? Choose one of the options or feel free to leave a comment.

The questions above are some of the examples on how the university encouraged engagement with the users of Facebook and also sourcing information so as to ensure improvement in the services provided by the university.

NMMU also likes media pages such as SABC and some of the universities departmental page. This means that when the departments post information on their Facebook pages the information will auto update on the NMMU official Facebook page. Applying at NMMU – provide the prospective students with all relevant information on how to apply, where an application form can be downloaded, contact details are provided.

NMMU has 3221 likes and 199 talking about this.

b. Twitter
In October 2011 the NMMU4U account had 161 Tweets, 12 followings, 1031 followers and 7 listed. The NMMU account has posting on news, success stories, announcements and events. Although there are few users who post requests most of the information is posted by the NMMU. Survey links are posted which redirect the users to the NMMU website on Facebook page. Applications, test, closing date are some of the queries posted on Twitter.

Questions are posted that aim at encouraging conversations/comment, for example a post on what do you think about NMMU green Friday?

Post on street management during exams and posting contact details for the clinic.

Compliment, congratulations and well wishes are a trend on this social space.

c. YouTube

NMMU

NMMU did not have a current YouTube presence in October 2011, although there was some unofficial splinter profile. The NMMU facilitated a campaign for the month of May 2011, the open day themed “FOR YOU” it managed to attract 113758 views. The flash mob was viewed from different links such as SAgoodnews, News24, Facebook, Mobile device, YouTube. The trend shows that the majority of the views were from the mobile device, followed by Facebook and then YouTube. The flash mob was a great success which attracted more positive comments. What is interesting is that the video is most popular with the audience between the ages of 45 – 64.

On a random Saturday morning at Greenacres Shopping Centre in Port Elizabeth, South Africa, the international award-winning Nelson Mandela Metropolitan University Choir delights unsuspecting shoppers and passers-by with an impromptu practiced routine which includes a number of popular songs. The flash mob is part of an awareness campaign to get students to apply to study at NMMU, one of South Africa’s leading tertiary education institutions. Find out more at www.betterU.co.za Agency: Boomtown Strategic Brand Agency Category: Entertainment: http://www.youtube.com/watch?v=5iIFqHMOE1g

Some of the comments (unedited):

This is what makes me so happy to be a South African!

Yet another reason I love going to this University! Rock stars every one of them :D
Well done NMMU, now I am home sick...
NMMU I am proud of you woooo! I’m proud to be an NMMU student. I like this video. Go Madibaz go!
I saw some. jst lyk everythin that’s done xpontaneously. wt an amazing Saturday surprise for al 'Greenakerians". Just took me back in time and made me think of all the good time I’ve spent @ NMMU. Well Done Guyz!!!!
This is just amazing. I love it. Missing PE, Missing NMMU, loving all that given opportunity of interaction in multi-cultural diversity environment, it is how I am feeling after watching this flash mob. Well Done. I’m proud of you NMMU
“follow the NMMU Choir and their happenings on their Facebook group @ "Nelson Mandela Metropolitan University Choir 2009-2011" :) Thanks for the support!!! :) Absolutely Brilliant Boomtown!!! Someone sent me the link from Cape Town who received the link from LONDON...so glad it's going global, will send the link to EVERYONE as this is something really special.

5.4.3 NMMU Alumni

The NMMU Alumni page currently has 156 likes. This page is directed at engaging alumni on all issues ranging from events, surveys, tell your story, success stories “bakaye – where are they” and alumni award. All these are aimed at creating a social capital for alumnus. The alumni also have:

- Wall – it contains all the posting from the users and the alumni office.
  Postings vary from events hosted, news, meetings and announcements;
- Information- contact details such as the telephone number, physical address, e-mail link to the website; and
- Photos- list of photos uploaded on Facebook taken from the events hosted and graduations.

Appendix C provides some screen shorts of Facebook posting.
5.5 CROSS-CASE ANALYSIS

Both universities have an active presence on Facebook. The NMMU Twitter account was not as active as that of Stellenbosch University. The social media applications as stated on 3.2 were well applied. Stellenbosch’s YouTube account is active and has more than 93 videos uploaded by the University. Other videos are uploaded under different fraternities of the university. NMMU does not have an active YouTube official account; in May as part of the open day campaign it had a flash mob which attracted more than 1113758 hits. This may mean that there is a need for NMMU YouTube content or that a campaign was well marketed hence the high numbers of hits. YouTube - NMMU also have other fraternities with YouTube accounts. Other accounts that Stellenbosch University is hosting that NMMU does not have presence on are Flickr, Blog and LinkedIn. YouTube, Flickr and LinkedIn were discussed in detail as part of the analysis and discussion, it is therefore not necessary to repeat the discussion as NMMU has no presence in these media.

A cursory look around Facebook shows that the two universities have a presence, although lacking in any kind of real engagement with students. According to Lavrusik (2008), Twitter can be used for live updates on events or conferences announcing last minute changes, events that are happening, promoting Blog articles, webinars, interesting news and more. It is really easy to post a link to something in Twitter. The NMMU and SU have managed to promote news on their social space.

In order to describe how the two universities were using Facebook, YouTube and Twitter accounts, features such as asking questions, answering questions, compliments, congratulations, events, videos, photos, asking for suggestions, offering advice, discussions, soliciting comments and links to other social media were found. Table 5.1 shows the comparison on the social media use.
YouTube, Twitter and Facebook.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>NMMU</th>
<th>SU</th>
<th>You tube</th>
<th>Facebook</th>
<th>Twitter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions</td>
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<td>Yes</td>
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<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Answering questions</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Responding to criticism</td>
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<td>n/a</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Making a suggestion</td>
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<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>NMMU</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Offering an opinion</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Soliciting comments</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Conducting a survey</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Events</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Posting videos such as interview, speech, events</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Posting photos</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Link to other social media</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>12. Current issues/news</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>13. Discussions: Debates on current issues</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>14. Compliments, well wishes, congratulations</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>NMMU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SU</td>
<td>n/a</td>
<td>n/a</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 5.1: A comparison of NMMU and SU Facebook and Twitter use

Whilst the NMMU has a link on their social page about applying at the NMMU, the Stellenbosch University has a dedicated fan page for prospective student currently embraced by more than 800 users. These fan pages cater and provide a feel for students who aspire to study at Stellenbosch University. Issues ranging from
information sessions, why you should study at SU are discussed and posted on the social media pages. Reminders and notices on closing day for application are also posted.

The NMMU took a bold step and encouraged the fans to post information about the services rendered by the organisation. All forms of criticism came in and other fans commenting and liking the status posted. This form of a survey is another way that organisation can source information from the users of their service and it can be beneficial to the organisation if feedback is provided to the users on the posting made.

5.6 SURVEY

The following section will be the presentation of the data from the survey which aimed at understanding the use of social media for marketing and communication purpose in the institutions of higher learning. Section A: General information

**Question 1: Types of institutions**

![Type of institutions chart]

**Figure 5.1: Types of institutions surveyed**

Figure 5.1 shows that out of the 92 institutions that responded to the survey 17% (16) were universities. 54% (50) were private FET colleges and 28% (26) were public FET colleges.

70% (16) of the 23 universities responded (University of Technology, Traditional Universities and Comprehensive Universities). 52% (26) out of 50 Public FETs responded and 25% (50) of the 200 sampled Private FETs responded.
Question 2: Occupational role

Figure 5.2: Occupational roles

Figure 5.2 indicated that 40% of the respondents were either a PR or Marketing officer. 18% were HODs and 22% were either senior management or a director and 3% did not answer the question. Only 3% of the interns were used to manage the social media presence. This is a good reflection, as this means institutions are using less interns and taking social media seriously.

Question 3: The highest qualification

Figure 5.3: Highest Qualifications

Figure 5.3 shows that there seems to be more qualified practitioners. From the 55 that have social media most of the respondents either have a degree/diploma (42%) or a post graduate qualification (37%). This serves as an advantage to the
management of social media as this means there is a probability that the respondents are competent to manage social media presence.

**Question 4: Gender**

![Gender Pie Chart]

**Figure 5.4: Gender**

Figure 5.4 shows that 62% of those that responded were female and 38% were male.

**Question 5: Age**

![Age Bar Chart]

**Figure 5.5: Age**

Figure 5.5 indicates that 63% (58 of 92) of the respondents are between the age ranges of 19 – 30. The 55 respondents that manage social media 53% (29) range from 19 – 30 years. The age group of 19 – 30 has an advantage of understanding the use of social media as they are familiar to the use and needs of the institutions stakeholders. The age group between 41- 50 years may be an added benefit as
they have the history of the institution and an added benefit of understanding the processes of the organisation.

**Question 6: Department name**

![Department name diagram](image)

**Figure 5.6: Department name**

Figure 5.6 shows that 40% of the respondents use the name marketing, 29% use the name marketing and communication followed by 17% which is other and 0.7% using corporate communication and 1% called Alumni. Most FET’s departments are called the marketing department and some universities are also called marketing departments. For those institutions that did not have a social media presence most surveys were filled in by the Principal of the college or the Planning and Development Institute Director (Other category).

**Section B: Social media use**

**Question 7: Social media use**

![Social media use diagram](image)

**Figure 5.7: Social media use**
Figure 5.7 indicates that 60% (55) of the institutions surveyed currently have a social media presence and 40% do not have a social media presence. This is commendable noting that South Africa is a third world country with limited internet access. The majority of those institutions with no social media are public FETs.

Question 8: People responsible for social media

![Figure 5.8: People responsible for social media](image)

Figure 5.8 shows that 44% of the Institutions surveyed have one person responsible for the management of social media. 14% of the respondents stated that they have no staff members responsible for social media (this could mean that the social media is outsourced to a communication consultancy or they use students to assist). Institutions that have more than two people seem to be using more than one social media.

Question 9: Social media currently used

![Figure 5.9: Social media currently used](image)
Figure 5.9 shows that 98% (54) of 55 institutions are currently using Facebook. 64% use Twitter, 38% use YouTube, 32% use LinkedIn, 3% use MXit, 2% cited use of a Blog and 1% cited use of Google +. 17.39% of the social media users cited the use of Facebook only and there was one institution (1%) that cited the use of Twitter only. 24% (13) cited the use of both Facebook and Twitter and 16.3% (9) cited the use of four or more social media sites namely Facebook, Twitter, LinkedIn and YouTube. The other social media site used is Flickr. Flickr appeared to be unpopular as only 13% (7) of the institutions mentioned the use of Flickr. The Private FETs seems to be in the forefront of the social media followed by the Universities/University of Technology/Comprehensive Universities and followed by the Public FETs. Most of the Public FETs using social media seem to own one social media tool i.e. Facebook.

Question 10: Social media target reach
The following social media reach is categorized according to the social media sites used by the institutions.

Single social media use

<table>
<thead>
<tr>
<th></th>
<th>No. of respondents</th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
<th>Alumni</th>
<th>International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Table: 5.2 Single social media use

Table 5.2 shows that 27% (15) of the institutions use Facebook. Most of these institutions use Facebook to reach the current students and prospective students. Only 3 institutions also target the international students. The focus seems to be more on current students and prospective students and less on international students. Out of the 16 institutions, 12 (75%) FET colleges have a single social media presence and the other 3 (23%) are the public FET colleges. It is interesting to note that there were no universities that reported to have a single social media usage.

<table>
<thead>
<tr>
<th></th>
<th>No. of respondents</th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
<th>Alumni</th>
<th>International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.3 Twitter use
Table 5.3 indicates that 1 (2%) institution use Twitter as its only form of social media presence. Twitter was used to reach current and prospective students.

**Institutions with two social media sites**

<table>
<thead>
<tr>
<th>No. of respondents</th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
<th>Alumni</th>
<th>International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>16</td>
<td>14</td>
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<td>4</td>
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<tr>
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<td>8</td>
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</tr>
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<td>LinkedIn</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
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</tbody>
</table>

*Table 5.4: Institutions with two social media sites*

In order to make the analysis more meaningful Table 5.4 is converted to a form of graphic representation and discussed in more depth in Figure 5.10 below.

![Institutions using two social media](image)

**Figure 5.10 Institutions using two social media**

Table 5.4 and Figure 5.10 show that 16 institutions reported to have two social media presences, although they mentioned that they all use Facebook but only 63% (10) use Twitter and 37% (6) use LinkedIn. The majority of those who have two social media sites target their information to only the students and prospective students. Very few reported that their messages are aimed at staff or international students and Alumni. Only two FET colleges stated that they have international students as their target audience. It can be implied that FETs do not attract
international students. 88% (14) of the institutions were private FET colleges and one university and one public FET colleges.

Currently using three social media sites

<table>
<thead>
<tr>
<th></th>
<th>No. of respondents</th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
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<th>International students</th>
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</thead>
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<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Twitter</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>YouTube</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Flickr</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.5: Currently using three social media sites

In order to make the analysis more meaningful Table 5.5 is converted to a form of graphic representation and discussed in more depth in Figure 5.11 below

![Currently using three social media](image)

Figure 5.11: Currently using three social media

Table 5.5 and Figure 5.11 show that there are currently 12 institutions that use three of the following social media: Facebook, Twitter, YouTube, Blog or Flickr. Most of these institutions use Facebook, Twitter and YouTube to reach the current students, prospective students and staff.
Currently using four or more social media sites:

<table>
<thead>
<tr>
<th>No. of respondents</th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
<th>Alumni</th>
<th>International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>11</td>
<td>19</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Twitter</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Blogging</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>YouTube</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>MXit</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2Go</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5.6: Institutions using four or more social media

In order to make the analysis more meaningful Table 5.6 is converted to a form of graphic representation and discussed in more depth in Figure 5.12 below.

![Institutions using four or more social media](image)

Figure 5.12: Institutions using four or more social media

Table 5.6 and Figure 5.12 illustrates that 20% (11) institutions are currently using four of the following social sites: Facebook, Twitter, YouTube, Blog, MXit, LinkedIn or 2Go to communicate with the prospective students, current students, staff, alumni and international students. 4% (2) of the institutions use Blogging to communicate with the media. One of the respondents couldn’t disclose the information but stated that they use MXit, Twitter, Facebook and YouTube. One institution also mentioned that they used 2Go, but did not state the targeted audiences with this medium.
Although there were 20% of the institutions that responded, most applied Facebook and Twitter to prospective students, current students, staff, alumni and international students. One institution used Twitter to communicate with the media. LinkedIn appears to be used mostly for staff and alumni. The Private FET colleges are at the forefront of social media use, showing a high usage of more than 4 social media sites. Public FETs come second and institutions of higher learning show the lowest rate of social media use. This is interesting to note that the Private FET colleges take social media seriously.

Some of the targeted users not listed on the tables are industry stakeholders; parents and guardians; local, provincial and national government departments; school educators and principals; career guidance service providers; employers of our students and College Council members.

**Question 11: Number of years using social media**

![Graph showing how long respondents have been using social media](image)

**Figure 5.13 How long has your institution been using social media**

Figure 5.13 shows that more than 64% of the institutions had social media for more than a year. The other 29% have had social media for less than a year and 7% did not respond. This could mean a lot of things (1) First mover advantage, because more of the institutions have been using the social media for more than a year they have been through the trial and error phase and could have refined their social media presence to be aligned to their social media fans. (2) The last mover advantage could be that they could have studied what works by monitoring other social networks and have adopted the best practice. Although being a last mover can also have some disadvantages (trials and errors).
Question 12: Hours spent on social media

Figure 5.14: Hours spent on social media

Figure 5.14 shows that 58% (32) of the respondents used social media for less than 5 hours per week. 7% did not respond, 24% (13) spend less than 6 – 10 hours per week on social media, this could mean minimum content updates and response on the social sites. More than half of the respondents spend less than 10 hours per week updating, responding and engaging with the stakeholders of the institution. An effective social media management means a fulltime employee focusing on the social media presence.

There seems to be a strong relationship with the number of hours spent and the number of social sites used. Most institutions lack the resources or time to provide constant attention to their social media.

Question 13: Social media budget
Figure 5.15: Social media budget

Figure 5.15 indicates that most (62%) of the respondents claim that their institutions do not have a social media budget. The institutions that currently have more than R100 001 budget currently have a full-time employed social media manager and also have more than one social media presence. The budget is important for the effective and efficient management of the social media.

Question 14: Social media site user experiences

The majority (80%) said yes. Most users felt that the social media had provided them with a favourable user experience.

14.1 “Our social media platforms are used as a powerful communication tool. The information we share is of such a nature that it not only provides information to all stakeholders on activities within the college or messages specifically aimed at only one group of stakeholders, but for sharing information to uplift, empower and inspire. By offering regular updates and quick response times with a high standard of customer service and a variety of relevant content, we ensure that clients are informed and their needs satisfied. Feedback received is very positive. Feedback is analysed and applied to review strategies and improve our services on a continuous basis.”

Question 15: The most important social media used
Figure 5.16: Most important social media tool

Figure 5.16 illustrates that Facebook is at the forefront of the social media use. 100% of the respondents state that Facebook is the most important social media tool used. This confirms the research done that social media is one of the top five used media in South Africa. The findings concur with the World Wide Worx (2012b) findings that Facebook is the number one social media in South Africa.

Question 16: Frequency of social media use

<table>
<thead>
<tr>
<th></th>
<th>Very frequently</th>
<th>Somewhat frequently</th>
<th>Moderately</th>
<th>Somewhat infrequently</th>
<th>Infrequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>25</td>
<td>12</td>
<td>4</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Twitter</td>
<td>15</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Blogging</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>YouTube</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5.7: Frequency of media use

In order to make the analysis more meaningful all the “very frequently” or “frequently” responses were combined. The same was done with “infrequently” and “very infrequently”. Table 5.7 is converted to a form of graphic representation and discussed in more depth in Figure 5.17 below.

Figure 5.17 Frequency of media use
Figure 5.17 and Table 5.7 indicate that Facebook was a very frequently and somewhat frequently used type of social media (62%), followed by Twitter (38%) and YouTube (11%). It is of concern to note that some institutions infrequently update their Facebook page. This can minimise the number of people who visit the Facebook page. One of the principles is to have updated news on Facebook. The 16 (29%) institutions that are using YouTube, only 9 (16%) infrequently and somewhat frequently update their YouTube.

Most institutions frequently use social media to build relationships with their customers, followed by website traffic. Very few use social media for brand advocacy, media relations and to solicit or gain donations and financial support.

**Question 17: Purpose of social media**

<table>
<thead>
<tr>
<th>A</th>
<th>Facebook</th>
<th>LinkedIn</th>
<th>Twitter</th>
<th>Blog</th>
<th>YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build relationships with customers</td>
<td>45</td>
<td>9</td>
<td>24</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Counter negative publicity</td>
<td>17</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Crisis management</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Customer conversations</td>
<td>33</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Expose students/staff talent</td>
<td>28</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Generate website traffic</td>
<td>19</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Market research</td>
<td>19</td>
<td>5</td>
<td>14</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Media relations</td>
<td>19</td>
<td>6</td>
<td>17</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Recruit brand advocates</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Solicit/gain donations and financial support</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 5.8: The purpose of social media**

Table 5.8 depicts a summary of the respondents on the purpose of social media. 50 institutions answered this question. 90% of the respondents use Facebook to build relationships. Twitter is the second mostly used social media (48%). Facebook is mostly used to counter negative publicity (38%) followed by Twitter (26%), YouTube (10%). LinkedIn (6%) is the least used followed by a Blog (0). Facebook (10) and Twitter (10) are the most used sites for crisis management.
Facebook is also leading with customer conversations (66%), Twitter (18%) followed by YouTube. There seems to be minimum staff and student talent exposure. Facebook is leading in this form of exposure by 56% and followed by Twitter which had 16% respondents.

Twitter and Facebook are mostly used for media relations. With recruitment of brand advocates Facebook takes the lead with 38% respondents followed by Twitter 34% and LinkedIn (12%), Blog (2) and YouTube (6%). Only 10% of the respondents stated that they use Facebook to raise funds, LinkedIn (2%) and YouTube (2%). The findings confirm question 15 on the most important social media site.

Although only 4% institutions stated that they use Blogs, this site can be used effectively to counter negative publicity, manage a crisis, media relations and to recruit a brand advocate. With Twitter the social media manager is also able to follow influential journalists or Bloggers (GetSmarter, 2012). Eyrich, Padman and Sweetser (2008), in a study on PR practitioners’ use of social media tools and communication technology, found that social media not only allows public relations practitioners to reach out to and engage their public in conversations, but also provides an avenue to strengthen media relations.

**Question 18: Current successful social media areas**

The institutions seem to perceive that social media has provided a favourable user experience. Most feel that social media has created an opportunity to share news, events, advertise learning programmes and build relations with the customers.

“The use of social media specifically aimed at our main target audience, i.e. prospective and current students, via Facebook and Twitter has proven to be the most successful as information is readily available on their mobile phones rather than via computers. Using these tools to share information that saves them time, money and effort (e.g. providing them with access to information on work and internship opportunities, financial aid, etc. as well as sharing important information about activities or events at college) has proven to be easily accepted and welcomed by stakeholders. Social media has created the opportunity for much quicker dissemination of information and provides us
with a valuable means to measure, evaluate and review strategies quicker. Relationships have improved and trust has deepened.”

“Our “Financial aid” is looking for students that want to further their studies, so our supporters responded very positively, I think they become successful because people they know that Education is a key to your success”

Though some feel they are still at an infancy stage.

“Still a month old’

**Question 19: Perceived social media shortcomings**

Of the 55 respondents only 10 responded to this question. Lack of human resource and time were the main concerns.

Some of the comments:

“Lack of sufficient human resources to make maximum impact”

“LinkedIn: The Mobile version is not available for all types of smartphone, which forces many users to depend on PC-based access. This limits the ability to reach a target audience in the method most accessible to them.”

“Not regularly updated”

‘Not enough traffic”

**Question 20: Three things you could change on the site**

Of the 55 respondents only 40 responded to this question. All the respondents stated that they would love to post more content, increase traffic and have more engagement.

Some of the comments:

“Not everyone has access to Internet”

“Upload more photos and videos”

“Update more frequently”

“Appoint someone to manage the social media on a full-time base”

“Creation of groups/segmenting the audience”
Question 21: How true is the following statement about social media?

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral 4= Agree and 5 = Strongly Agree

<table>
<thead>
<tr>
<th>Role of social media</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users are more responsive to messages in social media versus traditional communication</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>26</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>Social media is easier to implement than traditional media</td>
<td>0</td>
<td>7</td>
<td>10</td>
<td>18</td>
<td>12</td>
<td>47</td>
</tr>
<tr>
<td>Social media is used to keep up with competitors</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>19</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Social media eliminates intermediaries, making it easier to reach consumers</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>32</td>
<td>6</td>
<td>47</td>
</tr>
<tr>
<td>Social media allows message control</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>24</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>Social media are a potential threat to the brand</td>
<td>5</td>
<td>15</td>
<td>13</td>
<td>8</td>
<td>6</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 5.9: Social media role

In order to make the analysis more meaningful all the “agree” or “strongly agree” responses were combined. The same was done with “disagree” and “strongly disagree”. Table 5.9 is converted to a form of graphic representation and discussed in more depth in Figure 5.18 below.

Figure 5.18: Social media role
Table 5.9 and Figure 5.18 illustrate that:

- 96% of the respondents agree or strongly agree that users are more receptive to the social media than traditional media and 4% disagree or strongly disagree;
- 64% agree or strongly agree that it was easier to implement social media, 21% were neutral and 15% disagree or strongly disagree;
- 60% of the respondents agree or strongly agree that social media was used to keep up with the competition, 21% were neutral and 29% disagree or strongly disagree;
- 85% agree or strongly agree that social media eliminates intermediaries, making it easier to reach consumers, 13% were neutral and 2% disagree or strongly disagree;
- 52% feel that social media allows for message control, 23% were neutral and 25% disagree or strongly disagree; and
- 30% agree or strongly agree that social media are a potential threat to the brand, 27% were neutral and 53% disagree or strongly disagree.

It is clear that the respondents feel that the social media is received positively by users. The perception is that social media is easy to implement. The respondents are of the opinion that social media eliminates intermediaries (85%) and this provides a feeling that social media messages can be controlled (52%).

**Question 22: Social media brand opportunities**

<table>
<thead>
<tr>
<th>Brand opportunity:</th>
<th>Not at all</th>
<th>Little</th>
<th>Somewhat</th>
<th>To a great extent</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get customer feedback</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>Users are more responsive to messages on social media versus traditional media</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>39</td>
<td>48</td>
</tr>
<tr>
<td>Place to post advertisements</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>19</td>
<td>47</td>
</tr>
<tr>
<td>Control reputation of the brand</td>
<td>4</td>
<td>6</td>
<td>21</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td>Global reach for my brand</td>
<td>10</td>
<td>3</td>
<td>11</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>Publicise upcoming events</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>Reach prospective students</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>22</td>
<td>48</td>
</tr>
</tbody>
</table>

**Table 5.10: Social media brand opportunities**
Table 5.10 is converted to a form of graphic representation and discussed in more depth in Figure 5.19 below.

**Figure 5.19: Social media brand opportunities**

Table 5.10 and Figure 5.19 indicate that social media has the following brand opportunities:

- Customer feedback: 83% to a great extent or somewhat and 17% not at all or little;
- User responsiveness to social media is 92% to a great extent or somewhat and 8% not at all or little;
- Place to post advertisements: 53% to a great extent or somewhat and 47% not at all or little;
- Control reputation of the brand: 80% to a great extent or somewhat and 20% not at all or little;
- Global reach 72% to a great extent or somewhat and 18% not at all or little;
- Publicising upcoming events 82% to a great extent or somewhat and 18% not at all or little; and
Reaching to prospective students: 75% to a great extent or somewhat and 25% not at all or little.

There seemed to be high user responsiveness (92%), followed by publicising events (82%), reputation control (80%) and reaching to the prospective student (75%).

Although more than 50% view social media as a place for advertisement it is of concern that 47% of the respondents do not view social media as an advertisement tool or site.

A strong use of social media as an information tool is visible which limits the driving purpose of social media which is listening and engagement. It is visible that the brand opportunities presented by social media are used to a great extent.

Question 23:

Perceived shortcomings were:

- Time (100%);
- Human resources (100%); and
- Information that is not up-to-date (50%).

Question 24: Social media strategy

Do you have a social media strategy?

Figure 5.20: Social media strategy

Figure 5.20 indicates that 74% of the institutions do not have a social media strategy and only 26% have a social media strategy in place. It is interesting to realise that there are so few institutions that have a social media strategy in place.
Question 25: Integrated marketing and communication strategy

**Social Media Integrated with Marketing and Communication Strategy**

![Pie chart showing 69% Yes and 31% No for social media integration.]

**Figure 5.21: Social media marketing and communication strategy**

Figure 5.21 shows that 62% of the respondents who do not have a social media strategy, 69% stated that their social media was integrated to the marketing and communication strategy whilst 38% stated that they did not have a marketing strategy. It is of great concern to note that 38% do not have a marketing and communication strategy as Kotler quoted in Skinner et al. (2004:21) states that a marketing communication strategy assists in defining the situation, setting objectives, determining a budget, managing marketing programmes, integrating efforts and evaluating. This could mean that these institutions are facilitating their marketing and communication efforts without a plan.

**Question 26: Institution’s biggest challenge with executing a social media strategy**

Writing a formal strategy which matches the institutions goals and getting other parts of the University to consider the strategy.

“Getting the buy-in of all staff.”

Resistance to the use of social media is common amongst academic staff due to a number of factors. The most prominent of these are:

- Lack of understanding or the will to use new technology;
- Resistance to the introduction of new channels to support traditional marketing and communication channels; and
- Resistance to the use of social media in general.
26.1 Planned marketing and communication strategy

- Keeping abreast with the latest trends;
- Keeping social media platforms up-to-date and very informative;
- To explain the importance of social media to managers;
- Getting buy in from staff; and
- One can only strategies to some point social media is evolving.

Question 27: Frequency of social media content update

<table>
<thead>
<tr>
<th></th>
<th>Facebook</th>
<th>Twitter</th>
<th>Blog</th>
<th>LinkedIn</th>
<th>YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every hour</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Twice per day</td>
<td>2</td>
<td>11</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Once per day</td>
<td>3</td>
<td>14</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Once a week</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Once a month</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>28</td>
<td>3</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 5.11: Frequency of social media

In order to make the analysis more meaningful Table 5.11 is converted to a form of graphic representation and discussed in Figure 5.22 below.

![Frequency of social media update](image)

Figure 5.22: Frequency of social media update

Table 5.11 and Figure 5.22 indicate that Facebook is the most frequently updated social media followed by Twitter and LinkedIn. YouTube and a Blog are the least frequently updated sites. YouTube is updated once a week or when necessary (other). This could be motivated by the time and resources required to produce a video. It is of concern to note that some institutions infrequently update their Facebook page. Out-dated sites lead to lower numbers of users. One of the
principles of Facebook is to at least have one comment posted per day. The frequency of social media correlates with Figure 5.9 which depicts the number of social media currently used and Figure 5.16 which depicts the most important social media tool.

**Question 28: Language(s) used**

![Language(s) used](image)

**Figure 5.23 Language used**

Figure 5.23 indicates that 84% (40) of the institutions’ social media sites are written in English and 16% (8) of the sites are written in both English and Afrikaans. The language use can be traced back to formerly Afrikaans dominated universities and some of the Private FETs. In most cases the language usage is informed by the institutions language policy.

**Question 29: Measuring and monitoring**

![Do you measure your social media presence?](image)

**Figure 5.24: The number of institutions that measure social media**

Figure 5.24 shows that 74% of the institutions measure their social media presence whilst 26% do not measure their social media presence. Odden (2011) states that it
is critical to monitor and measure social media as it quantifies the impact of consumer dialogue.

**Question 30: Tools of measurement used**

![Figure 5.25: Tool used to measure social media](image)

Although Figure 5.24 shows a high percentage of measurement, Figure 5.25 indicates that 65% of the institutions use the free tools, 30% use both free and paid and 5% use paid tools of measurement.

**Question 31: How is social media measured?**

<table>
<thead>
<tr>
<th>Measuring social media efforts</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring the traffic (Google metric)</td>
<td>27</td>
<td>68%</td>
</tr>
<tr>
<td>Measuring interaction</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>Measuring the number of likes/followers</td>
<td>34</td>
<td>85%</td>
</tr>
<tr>
<td>Measuring brand metrics (brand recall, awareness)</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>Measuring customer engagement</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td>Measuring customer retention</td>
<td>6</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Table 5.12: How is social media measured?**

Table 5.12 shows that 85% of the institutions measure likes/followers, 68% measure Google metrics, followed by 55% institutions that measure customer interaction and engagement. Customer retention is the least measured (15%). The findings confirm that a majority of the institutions use the unpaid form of measurement. Google metrics and likes/followers are forms of quantitative data which are freely available.
The paid forms measure customer retention (15%) and brand metrics such as awareness and recall (25%) which appear to be least measured. The response on Table 5.12 is a confirmation of figure 5.25. From these findings it can be deduced that institutions only measure quantitative reach and site traffic outcomes (Murdough, 2009).

**Question 32: Social media as a data source in research or monitoring**

![Social media use for research and monitoring](image)

Figure 5.26: Social media research and monitoring

Figure 5.26 indicates that 48% of the institutions regularly research and monitor social media. 33% institutions occasionally research and monitor and lastly there were 19% of the institutions do not research and monitor their social presence. These findings also confirm lack of measurement of customer retention and brand metrics such as awareness and recall on Table 5.12.

**Question 33: Monitoring other institutions/departments social media presence**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total responses</strong></td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>32</td>
<td>65%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>17</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table 5.13: Monitoring other institutions

Table 5.13 indicates that the majority of the institutions monitor other institutions/departments. This is also confirmed in question 22.3. 65% percent of the respondents are monitoring what their competitors are doing on their social media space, which is a good practice that can give institutions a competitive strategy on their social media use. The other 35% currently do not monitor their competitors, which is of concern because this can serve as a benchmark on what other
institutions are doing. Although it needs to be appreciated that different institutions convey their messages to different target audiences. The findings also show relations to table 5.8 on the use of social media to keep up with competitors.

**Question 34: Monitoring what others are saying about you on the social networks**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>74%</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>26%</td>
</tr>
</tbody>
</table>

**Table 5.14: Competitor monitoring**

Table 5.14 indicates that 74% of the respondents are monitoring what people say on the social network. This can be correlated with the fact that most institutions were able to track the negative posts on social media that could have/had created negative publicity for their institution.

**Question 35: Challenges in using social media**

**I would spend more time planning for social media if...**

<table>
<thead>
<tr>
<th></th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.1</td>
<td>I had more time to spend</td>
<td>4</td>
</tr>
<tr>
<td>35.2</td>
<td>I had more people in my department</td>
<td>19</td>
</tr>
<tr>
<td>35.3</td>
<td>I understood social media better</td>
<td>25</td>
</tr>
<tr>
<td>35.4</td>
<td>I can measure social media results</td>
<td>13</td>
</tr>
<tr>
<td>35.5</td>
<td>I could have a clearly defined strategy</td>
<td>17</td>
</tr>
</tbody>
</table>

**Table 5.15: Challenges**

Table 5.15 is converted to a form of graphic representation and discussed in more depth in Figure 5.28 below
Figure 5.28 Challenges

Table 5.14 and Figure 5.28 confirm that social media managers are confronted by limited time, staff lack of knowledge of measuring social media results and poorly defined strategy. The respondents agree that their challenges are time (91%), staff (56%), social media measurement (70%) and poorly defined strategy (60%). Although 60% of the respondents disagree that they have no social media knowledge, what is ignored is that measurement is highly part of social media knowledge, which will have a direct impact on how the strategy is formulated.

Social media governance

The following section looks at the governance issues such as policies and potential threats that could have legal and financial implication to the institution.

Question 36: Does your institution have a written policy governing the use of social media?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>15</th>
<th>29%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>36</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>51</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.16: Policy

Table 5.16 indicates that 71% of the respondents do not have a social media policy whilst 29% do have an existing policy. According to Vandervort (2010), “social media policy outlines for employees the corporate guidelines or principles of communicating
in the online world”. Not having a policy can have more damaging outcomes than having one.

36.1 If no, do you think there is a need for guidance/policy on social media use?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>92%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 5.17: Social media policy need**

Table 5.17 shows that 92% (33) of the respondents believe that a need for a policy on social media exists.

Question 37: How strongly do you agree or disagree with the following statement?

Strongly Disagree (SDA), Disagree (D), Neither agree or disagree (N), Agree (A) and Strongly agree (SA)

<table>
<thead>
<tr>
<th></th>
<th>SDA</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.1</td>
<td>12</td>
<td>36</td>
<td>12</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>37.2</td>
<td>28</td>
<td>25</td>
<td>21</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>37.3</td>
<td>57</td>
<td>23</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37.4</td>
<td>11</td>
<td>28</td>
<td>18</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>37.5</td>
<td>92</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 5.18: Social media challenges and opportunities**

Table 5.18 is converted to a form of graphic representation and discussed in more depth in Figure 5.29 below
Figure 5.29: Social media challenges and opportunities

Table 5.18 and Figure 5.29 show equilibrium with those who believe social media is a threat and those who believe it is not a threat. Interestingly, 60% of the 88 respondents believe that their institution do believe the target market is using social media. 40% of the respondents are not using social media, which demonstrates that those who are not using social media believe that the target market is not using social media. There is some equilibrium on whether social media can damage the brand. This shows that the social media has a 50% probability of being a threat and also damaging the brand of an institution. 100% of the respondents believe social media is not a passing fad. This serves true to Solis (2008) statement that “participation is no longer an option as a social media isn’t a spectator sport”.

Question 38: Has your institution ever experienced negative publicity on social media?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>S/Agree and Agree</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Total responses</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 5.19 Negative publicity
Table 5.19 indicates that 43% (21) of the institutions have experienced negative publicity and 57% (28) have not experienced any negative publicity. The negative publicity could be a reason why institutions avoid using social media. It is critical for institutions to have a crisis management plan to respond effectively to any negative publicity that can have detrimental effect to the image of the institution thus a social media policy is a necessity.

Reuben (2008:8) encourages institutions to look at negative publicity as an opportunity to change perceptions and to begin conversations with those that are dissatisfied with the service rendered. The Independent (2005) confirms that it is very important that self-expression and personalisation are put at the centre of any form of communication that brands have with their audience.

38.1 How did the institution manage the negative publicity?

| Responded in the social space | 21 | 100% |
| Responded using a different medium | 21 | 100% |
| Responded to the person face to face | 2 | 10% |
| Other | 0 | 0% |

Table 5.20 Negative publicity management

Table 5.20 indicates that 100% (21) of the respondents used both social space and a different medium to respond to negative publicity. Only 10% (2) of the respondents stated that they also used a face to face response.

According to Gribbin (2010), another aspect that needs to be taken into account when creating a content strategy is identifying how to react to outside comments. Institutions should be prepared to answer questions, respond to comments about the brand and follow up on complaints or customer service issues.

Question 39: Do social media improve traditional forms of communication?

| Yes | 34 | 85% |
| No | 6 | 15% |
| Total responses | 40 | 100% |

Table 5.21: Social media improvements
Table 5.21 shows that 85% of those that responded believe that social media has improved the traditional forms of communication. The finding confirms Table 5.8 on users’ responsiveness to social media messages versus traditional communication.

**Question 40: Social media committee**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>32</td>
<td>74%</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>Responses</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 5.22 Social media committee**

Table 5.22 indicates that 74% (32) institutions do not have a social media committee and 26% (11) stated that they have a social media committee that facilitates conversations on social media management.

The trend is that colleges and universities have more than one Facebook account, Twitter account or YouTube account. Most accounts are hosted by departments/schools/faculties/satellite campuses. This raises some serious concern when it comes to control of messages communicated to the stakeholder of the institution. Online reputation is a high concern, whether information is posted by a department or satellite campus, posts can have a detrimental effect to the reputation of an institution. It is important that institutions create a forum to educate and inform social media managers on social media management. A guideline or a policy is critical in informing how and when conversations should take place on the social space. This shows a need for a marketing and communication office to train social media coordinators from different department/schools/satellite campuses.

**Question 41: What will make social marketing more effective?**

Most respondents are of the opinion that institutions do not realise the value social media can bring to the customers, more especially management and academics. The poorly designed strategies were also eluded as a concern. A recommendation was made that institutions should employ a fulltime social media manager.

“If especially the academics can realise the importance of social media and also to give some training.”

“A proper strategy”
“Always stay connected/ in touch with supporters.”

“Wider acceptance by all staff, continued growth in the use of social media, the development of the necessary policies and guidelines and additional trained staff to support and manage social media.”

Train more staff to use social media and educate on the importance of social media”

**Question 42: How important will social media be in three years’ time for your institution?**

<table>
<thead>
<tr>
<th>RATING</th>
<th>RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unimportant</td>
<td>3</td>
<td>3.26%</td>
</tr>
<tr>
<td>Unimportant</td>
<td>4</td>
<td>4.35%</td>
</tr>
<tr>
<td>Neither important or unimportant</td>
<td>9</td>
<td>9.8%</td>
</tr>
<tr>
<td>Important</td>
<td>37</td>
<td>40.21%</td>
</tr>
<tr>
<td>Very important</td>
<td>20</td>
<td>21.7%</td>
</tr>
<tr>
<td>No response</td>
<td>19</td>
<td>20.65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Table 5.23 Social media in three years’ time**

Institutions with the social media presence and those who have no media presence were asked if social media will be important in three years’ time. More than 20 of those who did not have social media stated that it will be important.

**Question 43: Additional comments**

Although most institutions are of the opinion that social media will be important the respondents are of the opinion that the importance given to social media will also be influenced by the availability of human resource (appointment of a full-time social media manager) seems to be the central concern. Some institutions cited that although this seems to be exciting but their students are not like those in Gauteng or Cape Town who have mobile phones that have social media or the Internet. Some cited management fear to open a social media page as they perceive that most of the students will use the Internet to access their social media instead of using Internet for their studies. Some institutions cited that social media pages are blocked and students are barred from using Facebook. A strategy and learning to listen and engaging more with the fans seems to be a challenge for most institutions.
Most of the institutions stated that they will be introducing social media in 2013. Although 60% of those who currently use social media stated that it will be important or very important it was not clear if they planned to improve their current social media presence or to increase/use other social media which is currently not in use. One institution made mention that they currently have a social media page registered under the public college’s name and they do not have access to that site since it was not opened by the college.

5.6 CONCLUSION

Chapter five provided a detailed analysis and discussion of the data collected from the semi structured interviews, focus group interview and observations. Further the survey finding were also analysed and interpreted. Chapter 6 provides recommendations and conclusion to the study and also provides information on the future studies, limitation to the study and managerial contribution.
CHAPTER 6
CONCLUSION AND RECOMMENDATION

6.1 INTRODUCTION
In chapter five the researcher discussed the findings from the empirical study. The purpose of this chapter is to summarise the finding and viewpoints arising from the research study. The summary a brief discussion on the findings of the empirical study, limitation of the studies, future studies, managerial contribution, conclusion and recommendations will be provided.

6.2 DISCUSSION ON THE EMPIRICAL STUDY FINDINGS
Chapter two and three highlighted how social media can be used by institutions of higher learning (RQ 1-7). This section evaluates the results that were derived from the empirical study in relation to the literature. The findings below incorporate both findings from phase 1 and phase 2.

6.2.1 Social media tools used
The findings show that South African institutions are using social media. The results on Figure 5.7 show that 60% (55) of respondents use social media. Figure 5.9 shows that the social media used by the institutions are Facebook, Twitter, YouTube, LinkedIn, Blog, MXit and Google+. 98% use Facebook, followed by 63% Twitter users and 38% YouTube users. More than 70% of the respondents use more than one social media site. The most prominent social media sites are Facebook.

In chapter two, section 2.3.6 discusses the categories/classification of social media. Safko (2010), Solis (2008) and Scoble and Barefoot (2007) identified different categories of social media which were grouped into eleven categories. It is apparent from Figure 5.9 that South African institutions are using five of the eleven categories i.e. Microblogging, Blogging, Video Sharing, Photo Sharing and Social Networking. These findings confirms FMM (2008), Saunders (2011) and Sunders (2012) findings that Facebook and Twitter were on the top 10 list of the most popular SA sites. This can also be ascribed to the World Wide Worx findings on section 2.3.4 that shows
Facebook, Twitter and LinkedIn increased adoption in South Africa. MXit, Flickr, Blog and Google+ are the least used social media.

Tables 5.18 shows that although some of the institutions do not use social media they strongly believe that social media is not a passing fad. None use of social media can be linked to a belief that social media does not reach the institutions target market and that is it a potential threat to the reputation of the organisation.

Few institutions have a dedicated person responsible for social media or more than one person responsible for social media. This could also be associated with a lack of budget for social media use. More than 64% of the institutions have been using social media for more than a year. Figure 5.15 shows that 62% of the institutions do not have a social media budget.

Social media is viewed as both a threat and opportunity by the respondents. This perceived threat confirms a need for social media governance. Table 5.16 shows that 71% of the institutions do not have a policy governing social media use. The respondents feel that a need exists to have a social media policy that will guide their conversations. This cannot be stressed further noting that more than 40% of the respondents have experienced negative publicity via social media. It is highly visible that negative posts cannot be avoided, with nearly 50% of the respondents stating that they had negative posts and have managed to address them positively. It therefore becomes critical in cases like these to have a crisis management plan that includes social media. The social media policy will serve as a guide on how to respond to the posts either on your site or the site of the institution.

There seems to be a relation to the number of social media used and the frequency of social media updates. Institutions that have more than one person or more than one social media seem to be more likely to have engaging and frequently updated content on social media.

The fact that most institutions do not have a social media committee is a concern, noting that this may mean loss of governance and information that may be detrimental to the image of the organisation may be posted.
On average 58% of the respondents spend 58% of their time posting and responding to social media queries.

The findings show that South African institutions of higher learning are embracing social media use and that users and non-users are acknowledging that social media is not a passing fad. Most respondents stated that they update Facebook frequently in relation to other social media page. Those who are using social media are of an opinion that it is value for time and money invested.

6.2.2 Social media use

The use of social media can be described in terms of content update, the target audiences and the budget allocated. How social media is used is affected by different factors such as budget, time spent uploading and responding to queries, the lifespan of the social media existence and also an existence of the marketing and communication strategy. In chapter two, Figure 2.11 shows the different categories of users. Li and Bernoff (2011) identify seven categorise users i.e. creators, conversationalist, critics, collectors, joiners, spectators and inactivies. It was revealed from the observations that most people are inactive and spectators. Although the two universities had a large number of followers/likes, the number of commenters, critics and creators was less.

Tables 5.2 – 5.6 and Figures 5.10 – 5.12 shows that social media is used primarily to communicate with the prospective student and current student. This is a confirmation of the study by Gribbin (2010) which states that social media provides an opportunity for organisations to engage with their target audiences. Cappex (2010) study shows that Facebook was directed at prospective students and current students. Very few institutions indicate that their messages are aimed at staff or international students and alumni. Some of the institutions have alluded that their social media are used also to communicate with government, business and the media.

Table 5.8 shows that social media can be used for building relations, countering negative publicity, customer conversation, generating web traffic and recruiting brand advocates. The social media are used to achieve brand opportunities such as publicising upcoming events, reaching prospective students.
While most institutions mention that they have marketing and communication strategy most claimed that is does not incorporate social media or it is not clearly framed. It is noted that most institutions do not have a social media budget which actually informs the type of measurement and monitoring tools and the hours dedicated to managing social media. Figure 5.24 shows that only 74% of those who measure their social media only 5% use paid forms and 35% use both paid and free. Most practitioners spend less than 6 hours per week on social media. The expectancy theory (Littlejohn & Foss, 2008) advocates that it is critical to meet the expectation of the users as these users can be described as the social capital of the organisation. The more engagement with the user the higher the chances that the users can use the services offered by the institution. Littlejohn and Foss (2008) further states that the engagement with stakeholders is important in identifying and issue before it turns into a crisis.

An assumption exists that there is a probability that social media use will be most effective if someone on a fulltime basis is employed. A structured marketing and communication strategy is highlighted as very critical in ensuring efficiency and effective use of social media.

The two case institutions have not applied the vast majority of application available on Social media. The institutions posted their campaigns but rarely posted their press releases on the social media sites. This can be supported by the motivation that they do not target the media on their social network, which is a missed opportunity. A summary on Table 5.1.

6.2.3 Social media barriers

The findings on Table 5.15 and Figure 5.28 show that respondents would spend more time on social media if:
- 91% had more time to spend;
- 53% had more people in the department;
- 38% had better understanding of social media;
- 67% could measure social media results; and
- 56% could have a clearly defined strategy.
A literature study finding by different researchers showed that human resources, financial resources and time are the main barriers to the use of social media effectively. The empirical study confirms the findings of previous studies by Barnes and Lescault (2012) and Reuben (2009). It is clear that social media managers do encounter some challenges in managing social media. Some of the issues raised are, human resource, time, budget, measurement skills, lack of a social media committee and unclearly defined strategies. When asked if social media will be rated as very important or very unimportant the majority stated that it will be important in three years’ time.

The SU has a fulltime social media coordinator; the university is currently using Facebook, Twitter, Blog, Flick, LinkedIn and YouTube. There are currently three official Facebook accounts that are aimed at current students, prospective students and Alumni. The social media coordinator is solely responsible for the social media management. This serves as an ideal case for most institutions.

A budget is also barrier. It is a great exercise to have a marketing and communication strategy but it defeats the whole purpose of social media use if there is no budget set aside to drive social media use. This is revealed in Figure 5.15 that 62% of the respondents stated that they don’t have a budget for social media use. This could be another reason why institutions are not using advertisements or uploading videos on YouTube, this could be ascribed to limited resources.

The fact that 52% of the respondents describe social media as a potential threat to the brand this could be a reason why most institutions are not using social media or are too cautious about what they post, which limits or defeats the whole purpose of social media use.

6.2.4 Social media opportunities

Various opportunities were identified varying from branding, to stakeholder engagement, reach, social capital, cost effective form of communication. Figure 5.19 illustrates that social media have created brand opportunities. More than 60% of the respondents stated that social media have created opportunities to get customer feedback, control the reputation of the brand, create a global reach for the brand, publicise upcoming events and also reach prospective students. These findings
confirms previous studied by (Barnes & Lescault, 2012) and (Cappex, 2010) that social media presents a lot of opportunities for institutions of learning.

Fundraising is not widely used and this can be achieved through Facebook and YouTube. Only 10% of the respondents stated that they use social media to raise funds. These findings concur with the American Red Cross findings that show that social media can be used as a channel to develop relationships i.e. engaging donors, providing teachable moments, informing the community about services, developing broader views of the community and getting more people involved (Briones, Kuch, Liu & Jin, 2011: 41). According to Sweene and Craig (2011) most organisations get excited to go online without a marketing plan. No implementation plan – although social media is free it should be understood that social media initiative use the services of consultants, designers and developers to bring the best practice to bear. No on-going commitment – like any initiative there must be time and budget allocated to on-going monitoring, development and participation. Neff (2010) cited in Gribbin (2010: 28) states that social media are about entertainment, information and interaction. Marketers need to fit the content into those criteria. “Frequent and short updates work best, especially if they involve a question or something that promotes a response from users. Status updates should be the focus of the marketers’ effort rather than creating more time consuming applications that can be harder to use” (Neff, 2010, cited in Gribbin, 2010: 28). It was visible that there was an infrequent update of the social sites.

6.2.5 Social media measured and monitored

Studies by SME (2010), MarketingSherpa (2009:6), Koski (2009) and (Alcorn, n.d: 12) have proven that there is a lack of social media measurement and monitoring. Their findings show that organisations only focus on quantitative measurement and neglect qualitative measurements. The same was proven true to the NMMU and SU. The two institutions do measure and monitor their social media presence although it is visible that they use free tools of measurement which focus on quantitative measures.

Figure 5.24 indicates that 74% of the respondents do measure their social media presence whilst 26% do not measure their social media presence. Figure 5.25
illustrates that 65% of those who measure their social media presence use the free tools, 30% use both paid and free and only 5% use the paid for tools of measurement. The use of free tools of measurement by more than 60% can be correlated to Figure 5.15 which indicates that 62% of the institutions do not have a social media budget. Table 5.12 illustrates that for those who measure social media 85% (34) measure the number of likes/followers, 68% (27) measure the traffic, 65%(22) measure the interaction, 55%(22) measure customer engagement and only 15%(6) measure customer retention. The findings further confirm that the institutions depend on free measurement tools and quantitative measurement visible by high percentage response rate e.g. number of followers/likes. 65% of the institutions use free tools to measure their social media presence which provides only quantitative measure. This is also demonstrated by their measuring efforts which only focus on Google metrics and likes/followers. Murdough (2009), states that organisations should measure reach, discussion and outcomes which currently is not done by the institutions.

Figure 5.26 indicates that 48% (20/42) of the respondents use social media for research and monitoring. Table 5.13 shows that 65% (32 of the 49) respondents do monitor the institutions social media presence and that the institutions are measuring and monitoring the social media. Table 5.13 shows that 74% (37 of the 50) respondents do monitor what others are saying about their institutions. According to Webmetricsguru (2011) when a monitoring system is set up, an organisation will need to measure beyond number of fans, it is important to look at interaction. A few ways to measure interaction are to assess popularity in comparison to other similar efforts, such as a rate of members share the information (rate viral).

6.2.6 Social media strategy and policy

Figure 5.20 indicates that only 26% of the institutions do have a social media strategy and 74% of the institutions do not have a social media strategy. Figure 5.21 shows that 69% have a marketing and communication strategy. It is of concern to see that 31% neither have a social media strategy nor a marketing and communication strategy. NMMU and SU do not have a social media strategy but do have a marketing and communication strategy.
Most institutions stated that writing a strategy aligned to the institution’s goals and getting a buy in to use social media is the biggest challenge in applying the strategy. There are challenges with some institutions that do not have a social media strategy or an integrated marketing and communication strategy; it is also true for those who have strategies outdated strategies. This is of concern noting that a strategy should direct the marketing and communication initiatives.

Language is a strategic issue that is influenced by the users of the social media. 82% of the institutions posts are written in English. Only 18% post in both English and Afrikaans. The institutions that use both languages alluded to the users need to use both Afrikaans and English.

**Policy**

Table 5.16 indicates that 29% (15 of the 51) of the respondents have a social media policy. 71% of the 51 respondents do not have a social media policy. The NMMU and SU and the focus group also do not have a social media policy. Although the SU mentioned that they are in the process of formulating the policy. What was interesting in Table 5.16 is that the respondents felt that a need exist for a social media policy. This refutes Slaughter’s (2011) opinion cited in Henricks (2011) that social media policy is a tremendously bad idea.

Table 5.19 indicates that 43% (21 of the 49 respondents) of the respondents declared that they have been exposed to negative publicity. Table 5.20 indicates that all of the respondents who received negative publicity responded to the negative post using different mediums.

Question 37 was a compulsory question for both those who have social media and those who do not have. Table 5.18 and Figure 5.29 illustrate that more than half of the respondents believe that social media is a potential threat to the brand.

The level of threat and the negative posts received shows that a policy is a must have for institutions. According to Henricks (2011), a social media policy takes the guesswork out of what is appropriate for employees to post about the organisation to their social networks. Henricks (2011: 4), states that a social media policy can do more than avert problems. “Too often organisations think about social media policies as a list of restrictions”.

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82% of the institutions' posts are written in English. Only 18% post in both English and Afrikaans. The institutions that use both languages alluded to the need for users to use both Afrikaans and English.
6.2.7 Grunig’s excellence theory

According to Grunig (2009), institutions should aim for a two-way symmetrical model. It was visible from the social media observation that the NMMU and SU strive on engaging their users. Most of the content posted on the social media is more on the public information model. The purpose of this model is to disseminate information by means of one way communication, with truth not essential. Limited research is done. The NMMU and SU use a two-way symmetrical model which encourages engagement with users. Discussion boards are used, surveys are conducted and compliment, well wishes, congratulating user and debating about current issues proves that the two institutions have moved beyond the publicity role to two-way communication. The nature of social media is to encourage two-way communication hence the buzz words – listen – or engage are used. More can still be done such as using more of the social media application. It is well known that social media is evolving and brings more opportunities for institution.

Some elements of press agentry are visible such as advertising their programmes and events and new news about the institutions. Table 5.8 which addresses the purpose of social media use shows 82% of the institution use Facebook to build relationships with the customers and to have customer conversations, these two are key to the two-way symmetrical communication. 35% (19 of the 55 respondents) mention that they use social media to do market research. Few institutions use social media to get customer feedback, post advertisements and to encourage global reach. This shows that social media is still used as a press agentry model by most institutions as stated in literature by Grunig (2009). The press agentry model postulates that practitioners only use one way of communication, which is consistently providing information to customers without listening or engaging them. The nature of institutions requires them to have some form of content control. The social media allows institutions to set the agenda for their users by driving the type of conversations that will speak to the institutions brand. Although this can be classified as a two-asymmetrical communication it is thus important for the image forming/creations of the institution. Observing the NMMU and SU it was clear that the two institutions had an understanding of their audience and were listening and observing comments and feedback post on the social media.
6.3 MANAGERIAL CONTRIBUTION

A manager must acknowledge the reality that a vast amount of information about the institutions is communicated on the social space with or without the intervention of the institutions. The institution has a responsibility to set the agenda and also be part of the conversation to ensure that they engage, listen, influence, educate and inform the users about the institution.

Institutions with no social media presence expose themselves to a risk of having someone creating an official account for a university, which the university will not have, control over. Thus it is important to create social media presence to reserve the institutions name with those tools you may not be ready to use.

The governance of the social media presence is important, because if it is not effectively governed it can affect the online reputation of the organisation. Stakeholder theory (Littlejohn & Foss, 2008) is encouraging engagement with the stakeholders of the organisation; social media present that opportunity to engage with stakeholders. Although consumers are driving the conversation, it gives the organisation a voice in the conversations taking place.

Social media may appear to be for free but it also has budget implications. If the organisation needs a social media presence it should consider appointing someone who will only be responsible for the management of the social media. This full-time social media manager can be responsible for creating content such as videos or taking photographs and writing stories or he/she can be responsible for coordinating the institutions social media presence whether be it offering training to faculties or department that have their sub-social media presence. Importantly, assisting in the formulation of the marketing and communication strategy and measuring and monitoring the social media presence. This proves a need to budget for social media.

The SU is doing an excellent job communicating about their social responsibility projects.
6.4 FUTURE STUDIES
Longitudinal studies could give more information on how institutions change their social media use over time. More cases should be used to show how institutions have succeeded and failed in their social media efforts. As social media is a two way channel of communication it will be useful to understand how students use and perceive social media. An exploratory study is needed to investigate on how institutions are using social media to raise funds. Research needs to be conducted to determine the true value of social media engagement and the Return On Investment on the social media.

6.5 CONCLUDING REMARKS
Social media is here to stay institutions should realise that it is not a fad. Marketing and communication practitioners should educate themselves about these tools because their most important stakeholders are using this media a form of communication. Although it may seem easy to start a social media page, practitioners are firstly, encouraged to go back on a drawing board and reflect on the institution’s communication strategy, exploring the objectives that should be achieved by the organisations and then choosing the right tool that can assist in achieving these goals. The set goals should be linked with the measurement tools to evaluate if the objectives of the organisation are achieved. Secondly, to draw up a social media policy that will inform social media behaviour. This will not save the organisation in times of crisis but importantly guide on how to respond to a crisis. Users are now initiators of conversations it is for this reason that organisations should strive to have engaging content that will pull users to their social media pages. It was clear from the empirical study that although social media may be free, indirect costs are involved in the creation of content, human resources and also time that is spent uploading and updating comments. Launching and promoting institution’s social media platforms can also have cost implication.

Social media offers various opportunities such as brand awareness if managed well an institution can count on more people who will like the social media presence of the organisation.
6.6 RECOMMENDATIONS

In light of the findings of this study, a number of recommendations can be made:

6.6.1 Adoption of social media

It is important to establish only those sites and tools that staff will really have the time to commit to. “Participation is no longer an option as Social Media isn’t a spectator sport” (Solis, 2008 quoted in Reuben, 2009:11). It is for this reason that an institution should not initiate a social media tool and neglect to update its profile. The NMMU’s presence on only two social media platform is limiting. Social media presence on LinkedIn and Flickr are a must, noting that the data are already available that can be used for these media. The NMMU already has pictures that are posted on Facebook. A lot of pictures can also be sourced from students. Flickr can be another medium that can be used to show off student live. As stated on the literature, most students would rather Flickr to have a feel on the university live as the adage of a picture tells a thousand words. The students are alliterating where students’ attention are attracted through visuals.

6.6.2 Content

The Stellenbosch University has the HOPE social outreach programmes that they are running. The NMMU Alumni department has a lot of outreach project that they are involved in. The activities that they are involved in could also be used as content on their social media platform.

6.6.3 Measurement and monitoring

The research findings show that there is lack of monitoring and measurement of social media platforms. Social media tools may seem as easy to use but the lack of monitoring and measurement may mean that there is a need to train staff on how to measure social media. Most research has proven a lack of measurement. The research findings prove that there is still a lack of understanding on how to measure social media presence. Although most claimed the existence of a communication strategy, it may be interesting to understand more on how they really evaluate if the objectives are archived. Free online sources such as Facebook insight, YouTube insights and Twitter insights are currently used which only provide quantitative results. The universities should also explore at using paid forms of measurement as
these have more value and qualitative value in comparison to free tool. Paid tools such as Trendrr track specific campaigns and brand performance, providing an opportunity for marketers to listen, measure and respond by structuring and contextualising large quantities of data that would otherwise be incomprehensible. The data are reported in relevant categories in real-time to be organised and deciphered by management dashboards that use simple, actionable and intelligent (Dumenco, 2010, cited in Gribbin, 2010:50) and also expounded on 2.6.

6.6.4 Governance: Policy
Although different opinions exist on whether organisations should have a social media policy or not or whether it should be part of the communication policy, it is important that if a policy does not exist a form of guideline should be provided as the social media can have legal implications if not managed well and management will need something to fall-back into.

To safe guard the organisation’s reputation it is good that the organisation explore introducing social media policy. From the focus group held with different department, faculty, school and institute’s representatives it became clear that there is a need for a social media policy. These findings confirm Barnes and Jacobsen (2011) study explained in 1.5.

If you are willing to join the conversation and embrace social media in some form, it is imperative to create strong and effective policies for their use and assign staff members with specific monitoring and contribution tasks (Reuben, 2009:4).

6.6.5 Fundraising
Social media can be used as a tool to raise funds. Only two institutions alluded to using social media to raise funds. Alumni can be invited to give-back to their institution via social media. Institutions can use social space to raise funds for their organisations.

6.6.6 Financial and human resources
Universities marketing and communication department are managed with limited budgets and few have the funds to have a fulltime staff member to manage the social media presence. Ideally, the university should have a permanent social media officer/manager to deal solely with the social media presence, especially if the
university is aiming to add new social media tools to their existing ones. Social media is about real-time and it is about relationships and responding as soon as possible to the users requests. Social media should not be used as one of those add-on tools.

In order to manage the limited fund argument, institutions could:

- Energise – the universities should identify enthusiastic users and use them to persuade other users;
- Making it possible for student users to help other fans;
- Turn users into resource for innovation by using discussion forums online and offline; and
- Gain insight from listening to the users via research polls on social media.

Budgeting for social media is imperative. It is recommended that institutions should look into budgeting for monitoring and measurement, content creation (video recording, photographs etc.) and appointment of a fulltime social media manager.

6.6.7 Advertising and promotion
Placing advertisement on platforms such as Facebook can be another mechanism to market the institution and to increase the number of likes and followers. Online advertising can be complemented with offline (traditional media) advertising. Promotions such as competitions have a way of engaging the fans with the institutions. Institutions are encouraged to look into different application on social media that can be used to promote their institution.

6.6.8 Guidelines for the institutions
The marketing and communication department should formulate guidelines on how messages could be communicated on the social space or facilitate workshop that could be beneficial to schools, departments and faculties this all aimed at sustaining a positive reputation of the organisation. A committee should be formed to share best practices on how to manage the social media and also to share information that can be cross posted on different department/faculties/schools.
6.6.9 Campaigns

Institutions should not only depend on using traditional forms of communication but campaigns can also be used to drive up the number of likes and followers.

6.6.10 Return on investment

It is important to understand the value or return on investment on social media use. Institutions need to identify ways to measure if their social media efforts are working for example: the application form already has a question on how did you find out about us? Friend, Media etc. It will be useful to have another option of Facebook, Twitter and YouTube.

6.6.11 Likes and followers

The numbers of followers and likes does not necessarily convert to engagement. Institutions are encouraged to monitor active user of their social media space and use such people to be the ambassadors of the institution. The institution can also follow Bloggers who are influential to get their message across to their fans/target market. These Bloggers can also be influential journalists in the field of qualifications that the institution offers.

6.6.12 The media as one of the stakeholders

The social media such as Twitter and Blogs are widely used by the journalists to source information for their publications. It is important that these stakeholders are added as a critical stakeholder when formulating content for the social media.

6.6.13 Marketing the social media presence

It is critical that institutions find ways to market/communicate their social media presence. All available avenues such as events, website, word of mouth, brochure, traditional media, business cards, billboards should be used to make people aware of your social media presence.
REFERENCE LIST


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APPENDIX A

Interview schedule:

1. What is your role?
2. What social networking sites do you use for marketing and communicating with organisational stakeholders and provide some background on these pages?
3. How long has your institution had a presence in these sites?
4. How many hours do you spend per week using these sites?
5. Do you have a formal training on social media?
6. How would you rate your knowledge of social media?
7. Scale of 1 (poor) – 5 (excellent)
8. Who are your target audiences?
9. What social media tools do you use to produce engaging content social media sites?
10. Do you have a social media strategy?
11. What are your top benefits for using social media to market and communicate with the institutional stakeholders?
12. In your experience, what are your challenges of using social media for marketing and communicating to the stakeholders?
13. What are the top reasons you use social media?
14. Do you measure results? If yes how do you measure results when using social media?
15. Do you monitor social media? If you do which tools do you use?
16. What in your opinion will make marketing and communicating more effective on the social media?
17. Do you think it is necessary to have a social media policy and why/why not?
18. Do you have any plan/s for social media in the near future?
19. How do you feel about getting feedback from social media users?
20. Do you have any issues you would like to address?
APPENDIX B
FOCUS GROUP SCHEDULE
1. Which social media are you currently using to communicate to your stakeholders?
2. What is the primary goal of a social media presence?
3. Do you have a social media strategy?
4. Number of visitors per day
5. How do you market your social media presence?
6. What are your challenges in using social media?
7. What are the downfalls of using social media?
8. Do you have a social media policy?
9. How many times do you update the site/s?
10. What language do you use on your site?
11. Do you measure and monitor your social media presence?
12. What challenges do you experience in using social media?
13. How can you make your social media more effective?
14. Do you use the university’s official pages such Twitter and Facebook to communicate issues about your department?
15. What would you like to add?
FACEBOOK

NMMU official page

If you have answered "no" to the question of whether you feel that NMMU needs to social, academic and extra-curricular needs, please leave a comment to indicate what needs you have that are not met.

Siyolise Saidyone: Insufficient Accommodation on campus about an hour ago. Like x 7 people

Sizwanke Ngcange: Staff that do not indicate if they are not coming to their offices for the whole day. about an hour ago. Like

Elizee Di Maria: ngi uma zokile e umphakosha le? about an hour ago. Like x 1 person

Muhammad Muntasir Adamu: why it is hard for us who want to apply for this prestigious university hard. Why not create a means which international student can apply online and when accepted during registration they should pay the acceptance fee and other payments. about an hour ago. Like x 2 people

Kristo Ferreira Zondagh: its the insufficient accommodation, and there’s no student life or an indication that nmmu cares about its student needs. Instead nmmu concerns itself with political agendas, why aren’t there live bands/lifes at the Inn every day? if noise is the problem then why can’t a company come sell their crap and make a noise? why aren’t there a bar on campus? why is the food so expensive and unhealthy? why clamp people’s wheels when you can use their tires to make more parking? how could the school of architecture go from being the best in the country to almost losing accreditation mainly due to lack of resources (and not expertise) (when our fees are higher than most departments)? oh im over meaning new, there’s less more. about an hour ago. Like x 4 people

Zikhona Pongiga Ntseledyana: I am a 2nd year MHRM student. I have applied for a btech but Im on the waiting list????? What is it???? I really don’t understand how the university in its staff members expect us to get good jobs if our department takes few students to complete their Btech programme. Other universities do offer a Btech programme and some that are same and up. What should I do next year if I’m not accepted (and other students too). I wanna study in complo.... my Btech by 2nd year how am going to do that if the HPR department is only taking few students to complete their MHRM. Please do something about this. the level of standard of education at NMMU is excellent compared to two other universities I won’t mention that do offer a Btech programme. 48 minutes ago. Like

Raydon Juta: the main problem with NMMU and its students is that

Posted: 02 August 2011
Most of the candidates are interested in applying for their studies at NMMU and also getting the NASFAS bursary. It will be recommended to have a link on the web pages that speaks to applying at NMMU or referring students to a link that they can download the application form.
Date: 12 September 2011

MAC 911 uses the universities social space to advertise their bursary opportunity.
171

Posted: 11 September 2011

Survey on shuttle service

Nelson Mandela Metropolitan University added 7 new photos to the album General.

General

Like · Comment · Share · September 11 at 6:45 pm

31 people like this.

Patience Gally Komane: Wit we lponip? 
August 8 at 12:17 pm · Like

Nelson Mandela Metropolitan University: It was the international Formula Student Racing competition in Germany where NMU Racing was the only South African team to compete.
August 8 at 12:17 pm · Like

Patience Gally Komane: Wow, datos nycwela i wha cum study thir.
August 8 at 12:14 pm · Like

Yovonna Smith: Well done! Racing team... pride of you!!!
August 8 at 5:41 pm · Like

Thabiso Lisoane: “Botshelo” I will be there soon.
August 15 at 9:20 am · Like

Paco Toxic-crystal: I just hope yall did well out there...well done!!!
August 15 at 9:13 am · Like

Zolani Bazl: E3C: Our Game Go bokkie!!!
September 10 at 2:32 pm · Like
Posted: 8 August 2011.

7 new photos on album

NMMU Campus Health Services
STUDENT HEALTH & WELNESS WEEK, 5-8 september 2011, 9am-3pm.
Monday 5/9/11 @ 2nd Ave campus - MM Loubser Auditorium
Tuesday 6/9/11 @ Missionvale campus – Student Centre
Wednesday 7/9/11 @ South Campus - Embizweni Building
Thursday 8/9/11 @ North campus - In front of Cafeteria.
This year will be bigger and better than ever before + LOADS OF FREEBIES!!!!!!!!!
Like · Comment · September 1 at 2:53pm

Charlene Dale Channon
Be sure not to miss this exhibition! Percentage of each print sale going to Animal Welfare Society. :) 
The Cape Landscape Exhibition by NMMU Photography Students
Location: Quad gallery, K Block, School of Music, Art and Design, North Campus, Nelson Mandela Metropolitan University (NMMU)
Time: 6:00PM Monday, September 5th
Like · Comment · Share · August 30 at 7:20pm

Posted: 30 August 2011.

Showcasing events organised by the faculties and students.

Nelson Mandela Metropolitan University
Once again, we celebrate the ongoing success of our students in the School of Music, Art and Design. Ladine Ngxokolo, BTech Textile Design alumni, is in the competition again for London Fashion Week. She has invited her to their September show. This is arguably the highest rung on the Fashion ladder.

Like · Comment · Share · August 29 at 3:45pm
16 people like this.

Lilile Ngxokolo Wel Done bhuti wam you making us proud ... love u !
August 29 at 6:02pm · Like · 1 person

Asoccer Dee Ben Ar wena wakhona shal!
August 30 at 4:04pm · Like

Write a comment...

Posted: 29 August 2011.
Showcasing student’s success.

Posted: 2 September 2011

It is interesting to notice that for some of the queries made, one finds initiatives from students who respond to queries and most of the responses are either late at night or early in the morning.

Posted: 27 August 2011

Post that wished the matric students well for their trial exams which attracted 30 likes and 13 comments.
**Nelson Mandela Metropolitan University**

NMMU won the FNB Eastern Cape Intervarsity for the 5th consecutive year! Well done to all the sportswomen and women involved as well as all the coaches and organisers. You do us proud!

Like · Comment · Share · August 25 at 1:14pm

13 people like this.

Uphahlalomzi Ramncwana · Shapa NMMU Shapa!!
August 25 at 3:10pm · Like

**Posted: 25 August 2011.**

**Rugby game**

**Nelson Mandela Metropolitan University**

Catch this weekend’s copy of the Weekend Post to see who the 2011 Matric of the Year finalists are!

Like · Comment · Share · August 30 at 2:22pm

3 people like this.

Write a comment...

**Posted: 30 August 2011.**

**Nelson Mandela Metropolitan University**

This is our Chancellor Ms Sonto Botha. She was South Africa’s Businesswoman of the Year in 2010. She’s a dynamic, go-getter and a true NMMU warrior!

**General**

Like · Comment · Share · August 28 at 3:53pm

32 people like this.

Neo Toxic-crystal · Tip dun what u do best Ms Botha nd will all look up 2 u
August 28 at 4:18pm · Like

Heather Bean · Nel A wonderful role model!
August 28 at 4:29pm · Like

Ndelye Aissatsu Gueye · A real role model! Proud of u and my precious NMMU!
August 28 at 4:43pm · Like

Melvin Roelise · Our Chancellor
September 9 at 12:14am · Like
Achievements from staff, students and also managements.

Message that will be released upon final letter telling you exactly what you still need to submit.

Posted: 23 August 2011.

Thabo Mokoko How long those it takes to receive admission letter?
August 10 at 10:14pm · Like

Tshepo Intrepid Kgomo I posted my forms on saturday, am i going to be on the waiting list?
August 14 at 8:29pm · Like

Posted: 10 August 2011.

It was stimulating to notice when the NMMU posted competition information it actually attracted more conversation with the students.

Nelson Mandela Metropolitan University
Last chance to win 1 of 2 awesome Olympus camera gift pads!!!!
Post your email address here... NOW!!
August 3 at 12:58pm

Posted: 3 August 2011.

The use of games attracted more followers.
Financial aid

Stellenbosch University Facebook

Thabo Mbeki lecture streamed live over the internet

The lecture by the former President of South Africa, Mr Thabo Mbeki, to take place today at 14:30 in the Endler Hall in the Kronsbergkruin, will be streamed live over the internet. The lecture will also be streamed live at two adjacent lecture halls – Lombard (3000) and in the JS Marks (Building 3000).

The address for the streaming is www.sun.ac.za/streaming.

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Andreas Brookes

Woolio Consulting Services Pty Ltd

Hey Graduates, are you up for a day break. Our Grad night is falling place on Friday 23 October 2011 from 6pm to 9pm. Don't miss it. Submit your cv and academic records to career@woolio.co.za by 16 October 2011 to be part of a full filled activity evening (*).
The post advertising former President Thabo Mbeki lecture at Stellenbosch University.

A student thanking the university for responding to a query.
Posted: 29 July 2011

Post: 24 new photos to the album
Posted: 26 July 2011. The conversation started before the observation period and continued during the observation period.

Post: Application information
Posted: 12 July 2011

Post: Application follow up
Posted: 19 July 2011

Post: Application form request and promoting an event
Posted: 29 August 2011

Post: Alumni newsletter information from the Alumni.

Post: Alumni photo album of the CPT Alumni Chapter
Dear Colleagues, fellow Alumni & Friends:

Nominations for the 2011 Alumni Achiever Awards close on Friday. Last year the Alumni Achiever Award recipients included: Prof. Gerald Farber, Dr. Andy Richardson, Alwin Nazareth Royden, Prof. David Powells, Anita Lamprecht; Van Gil, Arthur Czy. We hope that the 2011 call for nominations will encourage the identification of alumni who meet the criteria in order for the Alumni Association to continue giving recognition to alumni who are making a big difference in the world.

Like · Comment · Share · August 29 at 10:53am · 2

NMMU Alumni (incl. ex-PE Technikon & ex-UPE old students) likes this.

Ayanda Savaya-Dwe Ramanewoman: Do we know who has one the Alumni Achiever Award yet? When do they get announced?

September 14 at 11:37am · Like

NMMU Alumni (incl. ex-PE Technikon & ex-UPE old students) H. Vijanda: no it hasn’t been announced yet and the Executive are still going through the applications. Watch this space – we will be announcing it soon...

September 14 at 9:20pm · Like

Write a comment...

NMMU Alumni (incl. ex-PE Technikon & ex-UPE old students)

We are busy compiling stories for our annual alumni newsletter, Routes, and plan on featuring alumni couples, siblings, or families who are excelling in their fields. If you know any couples who met as students and got married or families where all the siblings are alumni, we’d love to hear from you as we would like to showcase such stories. Please contact Liesa Wiltens on 021-386-9502 or send tip-offs to alumni@nmmu.ac.za as soon as possible. Kind regards Alumni Relations Office.

Like · Comment · Share · August 29 at 9:52am · 1

Santhoshini Ramadou:

Alumni take a few minutes of your time to complete our brand survey. The objective of this research project is to provide NMMU with an analysis of how the NMMU brand is perceived by the targeted audience and to make recommendations on how to improve brand awareness and messages. As a valuable NMMU stakeholder, your input is important to us. Ethics clearance reference number: HE1-2012-265

Like · Comment · Share · August 29 at 10:24am · 3

Santhoshini Ramadou:

In light of Diversity Month - the Alumni Relations Office and CANRAK has the pleasure of inviting alumni and friends to a talk with renowned

Posted: 29 August 2011

Post: request for Alumni Awards nominations

Post: request for news story from Alumnus

STELENBOSCH UNIVERSITY

Prospective students

Maties

http://www.Facebook.com/#!/MatiesFanPage

Facebook landing page: Wall, events, links (Flickr, YouTube), photos, notes, questions, welcome, about Stellenbosch University, contact details and a map.
The left side of the landing page has some departmental Facebook pages linked to the official page.

Posted: 01 August 2011
Posted: 22 September 2011
Post: The post on the Bokke which is not linked to the university but a human interest post

Posted: 23 September 2011
Post: The post introduces the new version of @ Maties newsletter.
Post: The video post cross linked from YouTube.

Posted: 17 October 2011
Post wishing learners a good exam
Post communicating about the event.

CURRENT STUDENTS

Posted: 14 September 2011
ALUMNI

Posted: 26 October 2011
Stellenbosch Alumni
Was jy by die Alumni-netwerkgeleentheid wat onlangs in Windhoek gehou was? As jy nie 'n uitnodiging gekry het nie, dalk het ons nie jou kontakbesonderhede nie...Stuur jou nuutste besonderhede na alumni@sun.ac.za. Kyk of jy 'n ou klasmaat op een van die kiekies herken: http://www.flickr.com/photos/stellenboschuniversity/sets/72157627867939040/

Windhoek Alumni Geleentheid 2011 – a set on Flickr
www.flickr.com
Flickr is almost certainly the best online photo management and sharing application in the world. Show off your favorite photos and videos to the world, securely and privately share content to your friends and family, or blog the photos and videos you take with a cameraphone.

Stellenbosch Alumni
Are you attending this year’s meeting of the SU Convocation? Check it out:

Annual meeting of the Convocation

Members of the Convocation of Stellenbosch University (SU) and their companions are kindly invited to a meeting of the Convocation to be held at 19:00 on Thursday, 10 November 2011, in the MB Thorn Theatre, Victoria Street, Stellenbosch. (All SU graduates and full-time academic staff are members of t...

Stellenbosch Alumni
Vir die Afrikaanse berig:

Jaarvergadering van die Konvokasie

Lede van die Konvokasie van die Universiteit Stellenbosch (US) en hulle metgesel...

See More

October 24 at 5:10pm · Like

Write a comment...
Posted: 24 October 2011

Stellenbosch Alumni

Only a few days of intense studying left before the big exams... Good luck to all who are sitting! Start the year anew with the freshers - nog net 'n paar dae/jaarde van hard werk vir die groei uitdaging!

Like · Comment · Translate · Share · October 25 at 19:48pm · 🌇

Stellenbosch Alumni

Maties Alumni het 'n nuwe gees. Ons nuwe naam is Stellenbosch Alumni. Wat dink jy van die nuwe nagmaat?

Wall Photos

#7 people like this.

View all 5 comments

Oude Moëtic Fraternity Great crest. Be sure to add us also to your page like :) October 23 at 4:03pm · like

Stellenbosch Alumni Thank you Oude Moëtic! We added you to our likes! Keep in touch and let's keep the communication going :) October 24 at 4:32pm · like

Write a comment...
APPENDIX D
FLICKR

http://www.Flickr.com/photos/prospectivemates

Flickr landing page.

Post: a variety of photos such as awards, sports, Alumni events and graduations.
Posted: July 2011 - October 2011
APPENDIX E

YouTube

NMMU

On a Sunday morning at Greenacres Shopping Centre in Port Elizabeth, South Africa, the international award-winning Nelson Mandela Metropolitan University Choir delights unsuspecting shoppers and passers-by.

Posted: 06 July 2011.
YouTube

Stellenbosch University choir “amazing grace” which had 21668 views.

The most interesting video is on the SBU MBA, taking a step on what makes the business school unique, the international accreditation, the caliber of lectures they have. Prospective Student evening: Experiences of a first year student at Stellenbosch, HOPE project

Posted: 13 October 2011
APPENDIX F

LinkedIn

Stellenbosch University is recognised as one of the four top research universities in South Africa. It takes pride in the fact that it has one of the country’s highest proportions of postgraduate students of which almost ten percent are international students.

The University lies in the picturesque Jonkershoek Valley in the heart of the Western Cape Winelands. The University has ten faculties, of which eight – AgriSciences, Arts and Social Sciences, Education, Engineering, Law, Science, Theology and the larger part of Economic and Management Sciences – are located on the main campus in Stellenbosch with the Faculty of Health Sciences situated on the Tygerberg campus and the Faculty of Military Science in Saldanha. The University’s University’s Business School is situated at the Badenhorst Park campus.

The campuses of Stellenbosch University make up a vibrant melting pot of different cultures and various student organizations can be found on the four campuses. They cater for a wide range of interests such as culture, politics, religion, spiritual concern and relaxation. There are also a number of well-known and established student activities, such as RAG that adds to the unique experience of being a student of Stellenbosch is affectionately known.

Home page: http://www.sun.ac.za
For prospective students: http://www.maties.com
For alumni: http://www.matriesalumni.net

Specialities
Academic institution of excellence

Lecturer

Jagdy Langa, Cape Town Area, South Africa

How are you connected? (1 shared connection)

University of Stellenbosch has 2,500
followers

How you’re connected to University of Stellenbosch

0 First degree connections
4 Second degree connections
2,189 Employees on LinkedIn

Check out insightful statistics about University of Stellenbosch employees

Floating LNG

Breaking new ground

On the 26th May 2011 we announced our investment in the world’s first Floating liquefied Natural Gas (LNG) facility. Watch the video to see the power of a new chapter.

For more videos on FING, please click here

LET’S GO

Type
Educational Institution

Posted: 02 August 2011
Posted: 02 August 2011
APPENDIX G

Twitter

NMMU Twitter account

Posted: 25 August – 09 September 2011
NMMU currently has 135 tweets, 11 Followings, 934 followers.
Stellenbosch University

1,221 tweets, 460 followings, 2,106 followers and 41 listed.

Posted: 08 - 16 September 2011

StellenboschUni

Currently has 121 tweets, 460 followings, 2106 followers and 41 listed.
Stellenbosch University Twitter account

Stellenbosch landing page

Posted: 14 – 20 October 2011
Post: A link to YouTube, LinkedIn. Some of the posts are written in Afrikaans.

Posted: 24 – 29 September 2011
Post: A post on Stellenbosch MBA.
APPENDIX H

BLOG

Posted: October 2011 archives

The landing page has a link to the media, notices and the hope project.
Continued support transforms underperforming schools

With the right kind of support on a regular basis, underperforming schools can turn themselves around and make massive changes," said Dr David Langton, Research Director at Masakane Miller Longman Education Trust, on Wednesday (26 October). He was the speaker at the 11th conversation of Stellenbosch University's School Partnership Project. The series of six [...]

Inzync Poetry Sessions

Join us at Amazon Eaterie in Kayamandi for our monthly Inzync Poetry Session on 4 November at 19:00. Our featured poets for the night are the 2011 Inzync Slam Champions: J.C Bheki, Mambeke Gorge, Rimestein, and Nkisedtzing Tsoko. There will be an open mic session after the invited poets have performed, in which anyone [...]

Posted October 2011
Post: A partnership with the underperforming schools
2011

Prof Arnold van Zyl

Kurse na Hoop / Candles of Hope

Candles of Hope in Macassar 12.jpg
Photo credit: Akin Jardine (SSF)

Candles of Hope in Macassar 25.jpg
Photo credit: Akin Jardine (SSF)

Candles of Hope in Macassar 36.jpg
Photo credit: Akin Jardine (SSF)

Candles of Hope in Macassar 43.jpg
Photo credit: Akin Jardine (SSF)

Prof Russell Bodman

Fredrik van Zyl Slabbert Institute of Student Affairs and Development

Fotobrücke 1

Russell Botman - symposium

Afas Borana - Symposium

Studente - symposium

Breyten Breytenbach 1

Breyten Breytenbach 2

Breyten Breytenbach 3

Breyten Breytenbach 4

Breyten Breytenbach 5

Breyten Breytenbach 6

Breyten Breytenbach 7

Breyten Breytenbach 8

Breyten Breytenbach 9

Breyten Breytenbach 11

Launch of the Water Institute / Bliksemuitrekkers uit die Waterinstituut

Posted: 2011
Participant consent form

Date: .................2011

No:...........................

I have been briefed on the research that Brightness Mangolothi is conducting. “An exploration on the use of social media for marketing and communication in institutions of higher learning: a multi-case study”. I understand that I am participating in this research in order to share my perceptions and experiences on the use of social media. I understand that I will participate in an interview lasting approximately one hour. I understand that my participation is voluntary.

I understand that I have the right not to answer any questions that I do not feel comfortable with. I understand that I have the right to withdraw my participation in the research, at any time, I so choose. I understand that any information I share will be held in strictest confidence by the researcher. I understand that unless I request for my name to be used I will automatically be guaranteed anonymity.

I understand that the interview will be audio recorded for transcription purposes and that information extracted from transcripts will be utilised, in written form, within the thesis and resultant publications and that such extracts will be referenced anonymously so as to protect your identity. I confirm that any questions I have about participating in the research have been asked and answered to my satisfaction. I confirm I have been given a copy of this consent form for my own information and/or records.

Signed...........................................................................................................................
at...............................................................................................................................

Participant’s signature........................................................................................................

Researcher’s signature:........................................................................................................
Participant consent form

Date: 21/07/2011

I have been briefed on the research that Brightness Mangolothi is conducting. "An exploration on the use of social media for marketing and communication in institutions of higher learning: a multi-case study". I understand that I am participating in this research in order to share my perceptions and experiences on the use of social media. I understand that I will participate in an interview lasting approximately one hour. I understand that my participation is voluntary.

I understand that I have the right not to answer any questions that I do not feel comfortable with. I understand that I have the right to withdraw my participation in the research, at any time, if I choose. I understand that any information I share will be held in strictest confidence by the researcher. I understand that unless I request for my name to be used I will automatically be guaranteed anonymity.

I understand that the interview will be audio recorded for transcription purposes and that information extracted from transcripts will be utilised, in written form, within the thesis and resultant publications and that such extracts will be referenced anonymously so as to protect your identity.

I confirm that any questions I have about participating in the research have been asked and answered to my satisfaction. I confirm I have been given a copy of this consent form for my own information and/or records.

Signed: ____________________________ at: ________________________________

Participant's signature: ____________________________

Researcher's signature: ____________________________
Participant consent form

Date: 28 June 2011
No:........................

I have been briefed on the research that Brightness Mangolothi is conducting. “An exploration on the use of social media for marketing and communication in institutions of higher learning: a multi-case study”. I understand that I am participating in this research in order to share my perceptions and experiences on the use of social media. I understand that I will participate in an interview lasting approximately one hour. I understand that my participation is voluntary.

I understand that I have the right not to answer any questions that I do not feel comfortable with. I understand that I have the right to withdraw my participation in the research, at any time, I so choose. I understand that any information I share will be held in strictest confidence by the researcher. I understand that any information I share will be held in strictest confidence by the researcher. I understand that unless I request for my name to be used I will automatically be guaranteed anonymity.

I understand that the interview will be audio recorded for transcription purposes and that information extracted from transcripts will be utilised, in written form, within the thesis and resultant publications and that such extracts will be referenced anonymously so as to protect your identity.

I confirm that any questions I have about participating in the research have been asked and answered to my satisfaction. I confirm I have been given a copy of this consent form for my own information and/or records.

Signed........................................at..................................................
Beverley Erickson

Participant’s signature........................................

Researchers signature:........................................
THE QUESTIONNAIRE COVERING LETTER

My name is Brightness Mangolothi; I am an MBA Degree student at the Nelson Mandela Metropolitan University (NMMU). I am conducting research under the supervision of Dr. Margaret Cullen. My topic is “The use of social media for marketing and communication in institutions of higher learning.” The research is significant in the following ways: Practitioners are widely using social media for work and personal use. However, little academic research examines how marketing and communication practitioners in institutions of higher learning use these platforms for communicating with the stakeholders of the organisation. Currently, in South Africa there is minimal research that has been conducted on the use of social media by marketing and communication practitioners of institutions of higher learning.

Thank you for agreeing to participate in this research. The results of this research will be submitted to the Nelson Mandela Metropolitan University (NMMU) in partial fulfillment of a Masters degree in Business Administration (MBA). The outcomes of this study will also be made available to the public by the university at a given time.

The survey is strictly confidential and the respondents will remain anonymous. Please answer all the questions in the questionnaire as accurately as possible by ticking the appropriate box or making the required comments as requested. It is expected that completing this survey should not take you more than 20 minutes. It will also be appreciated if this questionnaire could be returned by no later than the 10 April 2012 via e-mail brightness.mangolothi@nmmu.ac.za or fax: 041 504 9432

Should you have any questions please do not hesitate to contact me at 041 504 45 24 or 076 823 3523.

Thank you for your participation!

Brightness Mangolothi
Researcher

Dr. Margaret Cullen
Supervisor
SOCIAL MEDIA SURVEY

Section A: General Information

*Please tick the appropriate box*

1. **Name of the Institution (Optional):** _________________________________

1.1. **Type of Institution:**

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional University</td>
<td>1</td>
</tr>
<tr>
<td>Comprehensive University</td>
<td>2</td>
</tr>
<tr>
<td>University of Technology</td>
<td>3</td>
</tr>
<tr>
<td>Public Further Education and Training (College)</td>
<td>4</td>
</tr>
<tr>
<td>Private Further Education and Training (College)</td>
<td>5</td>
</tr>
</tbody>
</table>

2. **What is your current occupational role?**

<table>
<thead>
<tr>
<th>Occupational Role</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern/entry level</td>
<td>1</td>
</tr>
<tr>
<td>PR/Marketing Officer</td>
<td>2</td>
</tr>
<tr>
<td>Head of Department</td>
<td>3</td>
</tr>
<tr>
<td>Senior Management position</td>
<td>4</td>
</tr>
<tr>
<td>Director</td>
<td>5</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>6</td>
</tr>
</tbody>
</table>

3. **What is your highest qualification?**

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
</tr>
<tr>
<td>Post degree</td>
<td>4</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>5</td>
</tr>
</tbody>
</table>

4. **What is your gender?**

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>
5. What is your age?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 – 25 years</td>
<td>1</td>
</tr>
<tr>
<td>26 – 30 years</td>
<td>2</td>
</tr>
<tr>
<td>31 – 40 years</td>
<td>3</td>
</tr>
<tr>
<td>41 – 50 years</td>
<td>4</td>
</tr>
<tr>
<td>Older than 50 years</td>
<td>5</td>
</tr>
</tbody>
</table>

6. Which title best describes your Department?

<table>
<thead>
<tr>
<th>Department</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate communication</td>
<td>1</td>
</tr>
<tr>
<td>Alumni</td>
<td>2</td>
</tr>
<tr>
<td>Marketing and communication</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>4</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>5</td>
</tr>
</tbody>
</table>

Section B: Social media use

7. Does your institution currently use social media?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

(If no please move to question 37)

8. How many people are specifically responsible for your social media management?

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>1 (one)</td>
<td>2</td>
</tr>
<tr>
<td>2 (two)</td>
<td>3</td>
</tr>
<tr>
<td>More than 2 (two)</td>
<td>4</td>
</tr>
</tbody>
</table>

9. Which of the following social media does your institution currently use? (please tick the relevant box/es)

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>1</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>2</td>
</tr>
<tr>
<td>Twitter</td>
<td>3</td>
</tr>
<tr>
<td>Flickr</td>
<td>4</td>
</tr>
<tr>
<td>YouTube</td>
<td>5</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>6</td>
</tr>
</tbody>
</table>
10. Which target market does these social networking tools enable you to reach?

<table>
<thead>
<tr>
<th></th>
<th>Current students</th>
<th>Prospective students</th>
<th>Staff</th>
<th>Alumni</th>
<th>International students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If there is any other important target audience, please specify here.

_________________________________________________________________________________

11. How long has your department been using Social media?

<table>
<thead>
<tr>
<th>Time Period</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than a year</td>
<td>1</td>
</tr>
<tr>
<td>1 and 2 years</td>
<td>2</td>
</tr>
<tr>
<td>More than 2 years</td>
<td>3</td>
</tr>
</tbody>
</table>

12. How many hours does your department spend on social media per week?

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hours or less</td>
<td>1</td>
</tr>
<tr>
<td>6 – 10 hours</td>
<td>2</td>
</tr>
<tr>
<td>11 – 20 hours</td>
<td>3</td>
</tr>
<tr>
<td>21 – 30 hours</td>
<td>4</td>
</tr>
<tr>
<td>31+ hours</td>
<td>5</td>
</tr>
</tbody>
</table>

13. How much is your social media budget per annum?

<table>
<thead>
<tr>
<th>Budget</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R 0</td>
<td>1</td>
</tr>
<tr>
<td>R1 – 25000</td>
<td>2</td>
</tr>
<tr>
<td>R25001 – R50000</td>
<td>3</td>
</tr>
<tr>
<td>R50001 – R100000</td>
<td>4</td>
</tr>
<tr>
<td>More than R100001</td>
<td>5</td>
</tr>
</tbody>
</table>
14. Do you feel your current social media sites provide a favourable user experience?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

14.1 Please explain:

________________________________________________________________________

15. Which one of the following is the most important for your organisational overall marketing and public relations efforts?

<table>
<thead>
<tr>
<th>Platform</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>1</td>
</tr>
<tr>
<td>Twitter</td>
<td>2</td>
</tr>
<tr>
<td>Blogging</td>
<td>3</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>4</td>
</tr>
<tr>
<td>YouTube</td>
<td>5</td>
</tr>
</tbody>
</table>

If there is any other important platform, please specify here.

________________________________________________________________________

16. How frequently do you use each of the following in your day to day work activities?

<table>
<thead>
<tr>
<th>Platform</th>
<th>Very frequently</th>
<th>Somewhat frequently</th>
<th>Neither..nor</th>
<th>Somewhat infrequently</th>
<th>Infrequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blogging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. For what purpose do you use each of the following networks? (Ticket the applicable box)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Facebook</th>
<th>LinkedIn</th>
<th>Twitter</th>
<th>Blog</th>
<th>YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1</td>
<td>Build relationships with customers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.2</td>
<td>Counter negative publicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.3</td>
<td>Crisis management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.4</td>
<td>Customer conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.5</td>
<td>Expose employee/student talent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.6</td>
<td>Generate website traffic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.7</td>
<td>Market research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17.8 Media relation
17.9 Recruit brand advocates
17.10 Solicit/gain donations and financial support

Other purpose, please specify for a specific network
____________________________________________________

18. If you answered YES on question 14. What specific areas of your current social media message delivery are successful? Why are they successful?

____________________________________________________

19. What perceived shortcomings exist with the current site/s?

____________________________________________________

20. List three things you would change on the site if you could?

____________________________________________________

21. How true are the following statement about social media?

Making 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral 4= Agree and 5 = Strongly Agree

<table>
<thead>
<tr>
<th>Role of social media</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.1 Users are more responsive to messages in social media versus traditional communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.2 Social media is easier to implement than traditional media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.3 Social media is used to keep up with competitors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.4 Social media eliminates intermediaries, making it easier to reach consumers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.5 Social media allows message control</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.6 Social media are a potential threat to the brand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
22. To what extent do you use social media brand opportunities?

<table>
<thead>
<tr>
<th>Brand opportunity: Social media has the following opportunities for my brand</th>
<th>Not at all</th>
<th>Little</th>
<th>Somewhat</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.1 Get customer feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.2 Users are more responsive to messages on social media versus to traditional media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.3 Place to post advertisements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.4 Control reputation of the brand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.5 Global reach for my brand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.6 Publicise upcoming events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.7 Reach prospective students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marketing and communication strategy

23. How do most people find out about your social media presence?

<table>
<thead>
<tr>
<th>Traditional media</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>2</td>
</tr>
<tr>
<td>Word of Mouth</td>
<td>3</td>
</tr>
<tr>
<td>Business Cards</td>
<td>4</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>5</td>
</tr>
</tbody>
</table>

24. Do you have a social media strategy? (If yes move to question 26)

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

25. Is social media integrated with your marketing and communications strategy?

<table>
<thead>
<tr>
<th>Yes</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

26. What is your organisation’s biggest challenge with executing a social media strategy?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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26.1 If you do not have a strategy, describe your planned marketing and communication strategy to enhance your social media efforts?

27. How often do you update content?
(Ticket the applicable box)

<table>
<thead>
<tr>
<th></th>
<th>Facebook</th>
<th>Twitter</th>
<th>Blog</th>
<th>LinkedIn</th>
<th>YouTube</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twice per day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once per day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. How many languages are used on your social media messaging?

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>2</td>
</tr>
<tr>
<td>Both Afrikaans and English</td>
<td>3</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>4</td>
</tr>
</tbody>
</table>

Measuring and monitoring:

29. Do you measure your social media presence?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

If no, please move to question 33.

30. Which tools of measurement are you using?

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid for</td>
<td>1</td>
</tr>
<tr>
<td>Free tools</td>
<td>2</td>
</tr>
<tr>
<td>Both free and paid for</td>
<td>3</td>
</tr>
</tbody>
</table>
31. How do you measure your social media effort? (Tick any of the following the applicable answer)

<table>
<thead>
<tr>
<th>Measuring social media effort by:</th>
<th>Please tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1 Measuring the traffic (Google metric)</td>
<td></td>
</tr>
<tr>
<td>31.2 Measuring interaction</td>
<td></td>
</tr>
<tr>
<td>31.3 Measuring the number of likes/followers</td>
<td></td>
</tr>
<tr>
<td>31.4 Measuring brand metrics (brand recall, awareness)</td>
<td></td>
</tr>
<tr>
<td>31.5 Measuring customer engagement</td>
<td></td>
</tr>
<tr>
<td>31.6 Measuring customer retention</td>
<td></td>
</tr>
</tbody>
</table>

32. To what extent do you use social media as a data source in research or monitoring?

| Not at all | 1 |
| Social media data are monitored occasionally | 2 |
| Social media data are regularly monitored | 3 |
| Other (Please specify): | 4 |

33. Do you monitor other institutions/departments social media presence?

| Yes | 1 |
| No | 2 |

34. Do you monitor what others are saying about you on the social networks?

| Yes | 1 |
| No | 2 |

Challenges in using social media:

35. I would spend more time planning for social media if...

<table>
<thead>
<tr>
<th>I had more time to spend</th>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had more people in my department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood social media better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can measure social media results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could have a clearly defined strategy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social media governance

36. Does your institution have a written policy governing the use of social media?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

36.1 If no, do you think there is a need for guidance/policy on social media use?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

37. How strongly do you agree or disagree with the following statement that:
Strongly Disagree (SDA), Disagree (D), Neither agree or disagree (N), Agree (A) and
Strongly agree (SA)

<table>
<thead>
<tr>
<th></th>
<th>SDA</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.1 I believe social media are a potential threat to the brand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.2 My institution does not believe our target market are using social media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.3 I am not sure what social media are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.4 Word of mouth on social media can damage my brand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.5 Social media is a passing fad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37.1 If you are not using social media do you plan to use it in future?

(Please move to question 42)

38. Has your institution ever experienced negative publicity on social media?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

38.1 If YES, how did the institution manage the negative publicity?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignored</td>
<td>1</td>
</tr>
<tr>
<td>Responded in the social space</td>
<td>2</td>
</tr>
<tr>
<td>Responded using a different medium</td>
<td>3</td>
</tr>
<tr>
<td>Responded to the person face to face</td>
<td>4</td>
</tr>
<tr>
<td>Other (Please specify):</td>
<td>5</td>
</tr>
</tbody>
</table>
39. Do social media improve traditional forms of communication?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

40. The trend is that in universities, department/schools/faculties have their own social media presence. Do you have an institutional social media committee to allow for guiding and collaboration?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

40.1 If YES, do you conduct training on how to use the social media for the different faculties/centres or institutes.

41. What will make your social media marketing more effective for your institution?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

42. How important will social media be for your marketing and communication activities in three years’ time?

<table>
<thead>
<tr>
<th></th>
<th>Very unimportant</th>
<th>Unimportant</th>
<th>Neither important or unimportant</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. Would you like to add anything else about your use of social media and social networking sites?

_________________________________________________________________________________
_________________________________________________________________________________

Thank you for your participation.

Please submit your email address if you would like to receive the results of this study.