

**ENHANCING THE VISIBILITY AND CORPORATE IMAGE OF
RUSANGU UNIVERSITY THROUGH THE UTILISATION OF SOCIAL MEDIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the
Requirements for the Award of Master of Science in Corporate Communication**

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DECLARATION

I, **Fitzgerald Muchindu**, do hereby declare that this research Project is my original work and has not, wholly or in part, been presented for an award of a diploma or degree in any other University. Other people's work used or quoted in this paper have been indicated and duly acknowledged as complete references. If any errors or omissions have been made, it's nothing intentional.

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APPROVAL

This dissertation by **Fitzgerald Muchindu** approved as a fulfilment of the requirements for the award of the degree of Master of Science in Corporate Communication.

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ABSTRACT

The aim of this study was to develop a framework of actions that could be used to enhance the visibility and boost the image of Rusangu University using social media. Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information. A mixed method (qualitative and quantitative), design was employed. The focus of the study was Rusangu University, and this included 785 respondents which comprised of students, faculty, staff parents/guardians and potential students. The findings are that Rusangu University was only using one social media platform – Facebook, to enhance its visibility and boost its image. Bearing in mind that there are numerous social media sites currently being used by universities all over the globe that also appeal to different interest groups, the use of one social media platform by Rusangu University, therefore, could indirectly mean that the university was not reaching out to other social media users on other social media sites. These could be potential students or other key stakeholders. From the results, the respondents felt that in addition to Facebook, Twitter, Google+, YouTube, LinkedIn, Instagram and TikTok would be the most ideal social media sites for Rusangu University because of the many advantages that they have compared to other social media sites. And this was the same view shared by the Focus Discussion Groups members regarding the most ideal social media sites for Rusangu University. It is recommended that Rusangu University focuses on improving its text, video, and picture content on social media so that it is not only precise and captivating but also provide the much-desired information that appeals to the different targeted groups. It is, therefore, important that Rusangu University has the best and most appealing content on several social media sites used in different regions.

Keywords: Social Media site, Facebook, Google+, LinkedIn, Instagram, YouTube, Twitter.

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DEDICATION

This piece of work is dedicated to my beautiful wife Yasmin Sultana-Muchindu, my son Aditya Fitzgerald Muchindu, my daughter Gia Chileleko Muchindu for their understanding during my absence from home to ensure that I completed my studies for the award of Master of Science degree in Corporate Communications.

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ACRONYMNS AND ABBREVIATIONS

FB	Facebook
HEA	Higher Education Authority
IS	Information Systems
MIT	Massachusetts Institute of Technology
PEOU	Perceived Ease of Use
PU	Perceived Usefulness
RU	Rusangu University
TAM	Technology Acceptance Model
TRA	Theory of Reasoned Action
UNILUS	University of Lusaka
UNZA	University of Zambia

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Today, social media is a term that almost everyone knows, particularly the millennials. Even the most remote areas of the world have at least heard of Facebook or Twitter and are probably using one form of social media. Social media have come to dominate how digital technology is now used around the globe. Social media, in their present form, have been around for a relatively short term and even though we probably cannot imagine living without them now, except for the last few decades, everyone did. (Murton, 2013)

Murton (2013) goes on to say that social media have revolutionized the global way of communicating. He adds that social networks make it easier for Marketers to reach influential people such as journalists and consumers who are opinion leaders; social networks provide an opportunity to create a brand community. Lomborg, (2015) observes that the ecology of social media is ever changing, and that new social media platforms, services, and applications are introduced at a fast pace.

The term 'global village' now has a better meaning than ever before because the world has truly become a global village. With access to social media, people are now able to make new friends across seas, oceans and mountains and can connect with them as often as they desire. The different social media sites at our disposal present to us different merits and demerits. Social media sites are used in a variety of ways and for various reasons in

different parts of the world. The decision regarding which social media sites to adopt is usually arrived at depending on several factors some of which are: communication and entertainment (Bohn, Buchta, Hornik, and Mair, 2014), looking for study materials (Mora Mora, Signes Pont, Casado, and Iglesias, 2015) and looking for a job (Zappa and Robins, 2016; Chua, 2011). In a research conducted in Kenya, Sagala (2014) found out that choice of social media depended on perceived gain, ease of use and regional presence. Hence, it can be stated that the determinants of the choice of social media depend on various user-related factors.

From some level of personal experience, I could also add that social media presents a lot of benefits to businesses, organizations, corporations, and institutions in that they have become one of the most cost-effective ways of marketing and publicizing these different entities. To a certain extent, institutions have total control over what goes out to the public as they craft and post the messages in-house. Through social media insights, they can monitor the success of the different messages that they share and, get instantaneous feedback. With the new live video streaming capability provided by Facebook and other social media sites, every institution is now able to broadcast news and get it to the public and to their target audiences before the mass media does so.

Nations (2018) defines Social media as a web-based communication tools that enable people to interact with each other by both sharing and consuming information. This communication is done using computers and mobile gadgets such as smartphones, iPads and tablets that have an internet connection.

Since its inception in 2003, Rusangu University has been using Facebook as its social media site. In view of the many other social media sites that are currently available, it is about time the university through the communications office embraced additional social media sites to 'cast the net' wider and increase visibility through information sharing with relevant stakeholders that are on these different social media sites. Additionally, it is pertinent that the university broadens its scope in the use of social media. This should imply exploring and adopting other interactive options such as using boosted updates (sponsored posts), more segmented postings across geographical boundaries and age groups, development of a social media policy, plan, and schedule weekly or monthly posts, utilization of social media analytics, craft more messages tailor-made for campus updates, recruitments of new students and retention of current students.

Over the recent years, social media have taken the whole world by storm with their ability and power to pull and hold the attention of millions of people of all age groups, gender, colour, ethnicity, political or religious affiliation, and/or social status.

According to Birkholz, Julie & Seeber, Marco & Holmberg, Kim. (2015) social media is increasingly being used in higher education settings by researchers, students, and institutions. Whether it is researchers conversing with other researchers, or universities seeking to communicate to a wider audience, social media platforms serve as a tool for users to communicate and increase visibility.

Social media is defined as a group of application that allow the creation and exchange of User Generated Content (Kaplan and Haelein 2010). In other words, social media integrates technology and social interaction, allowing brands to connect with consumers on a more intimate level. Examples of social media platforms include: Facebook, Twitter, LinkedIn, Instagram, Google+ and Pinterest (Turner 2010).

From the days of telegram to the days of hand-written letters sent through the post, to cell phone text messages. Today, those days are long gone! The world has now embraced social postings, chats and messaging using diverse social media channels some of which have been stated by Turner, 2010. Social networking sites are modern interactive communication channels through which people connect with one another, share ideas, experiences, pictures, messages, and information of interest to them and their peers. With its fast-paced growth, social media has impacted almost all industries and the tertiary education sector is no exception. This first chapter explores the background that has brought about the need for this study, the objectives as well as the questions that this study attempted to give answers to. It also looked at the significance of this study and the framework on which this study is founded.

1.2 Statement of the Problem

To enhance its visibility and boost its image, Rusangu University has not explored other social media sites apart from Facebook. As a result, the University is missing out on the much greater publicity opportunities that come with the use of diverse social media sites. Statistics on the university's Facebook page reveals that out of a total of 43,729 followers, only 50 percent of them are actively engaged most of the time. This raises the question,

‘where are the other followers?’ The availability of other trending social media sites has come with a bang and assumably swept some of the Facebook users.

Hodge (2021) observes that global statistics show that universities with multiple social media platforms reach more people than their counterparts with fewer or just a single social media platform. This is primarily because different social media platforms appeal to the users in a different way. Famous examples are those of Harvard University, University of Georgia, University of Glasgow, and University of Sheffield that have embraced Facebook, twitter, LinkedIn, and YouTube and are rated by Keystone Academic Solutions (figure 1.2.1 – 1.2.4) as the best university social media accounts. (Hodge, 2021).

Figure 1.2.1: Social media sites used by Harvard University.

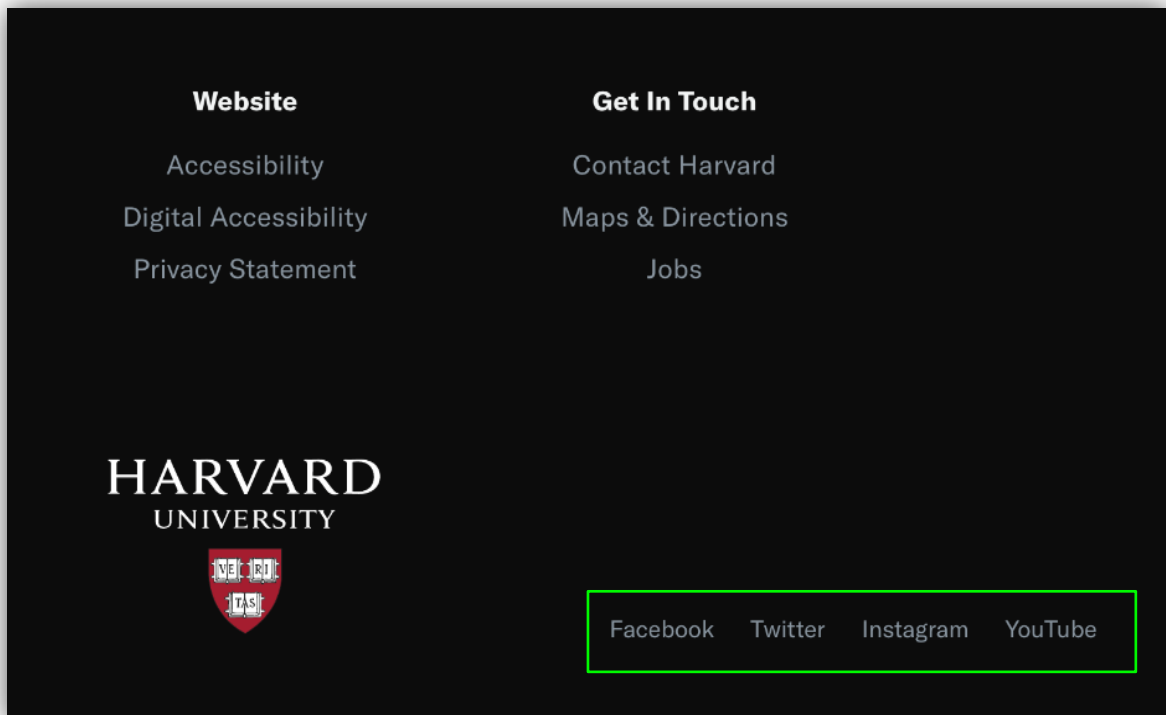


Figure 1.2.2: Social media sites used by University of Georgia.

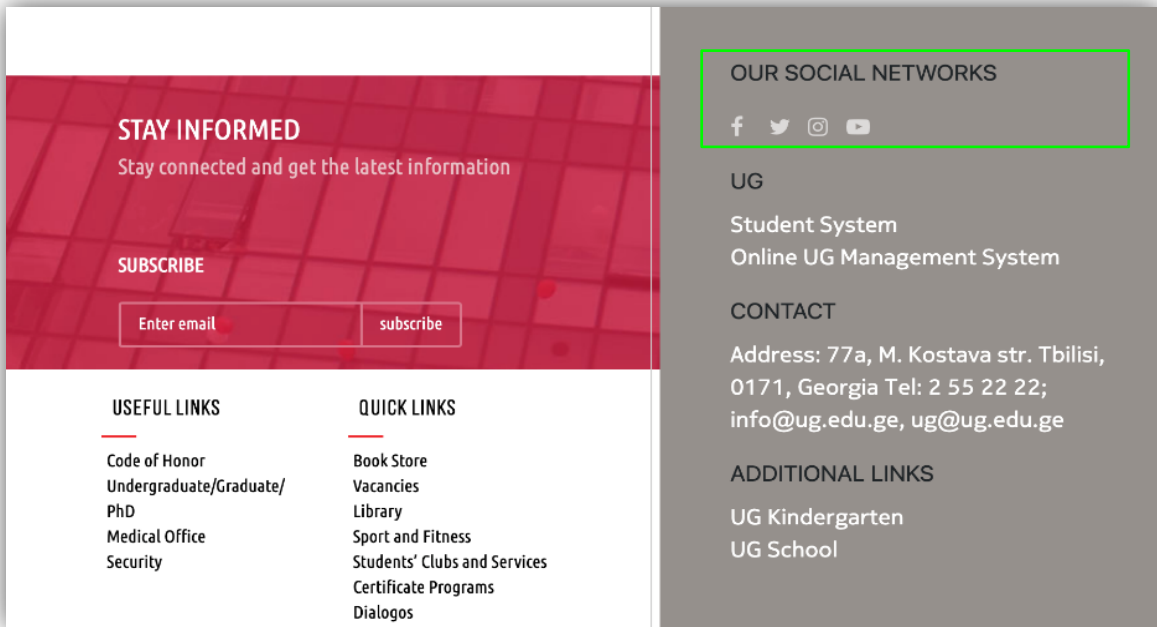


Figure 1.2.3: Social media sites used by University of Glasgow.

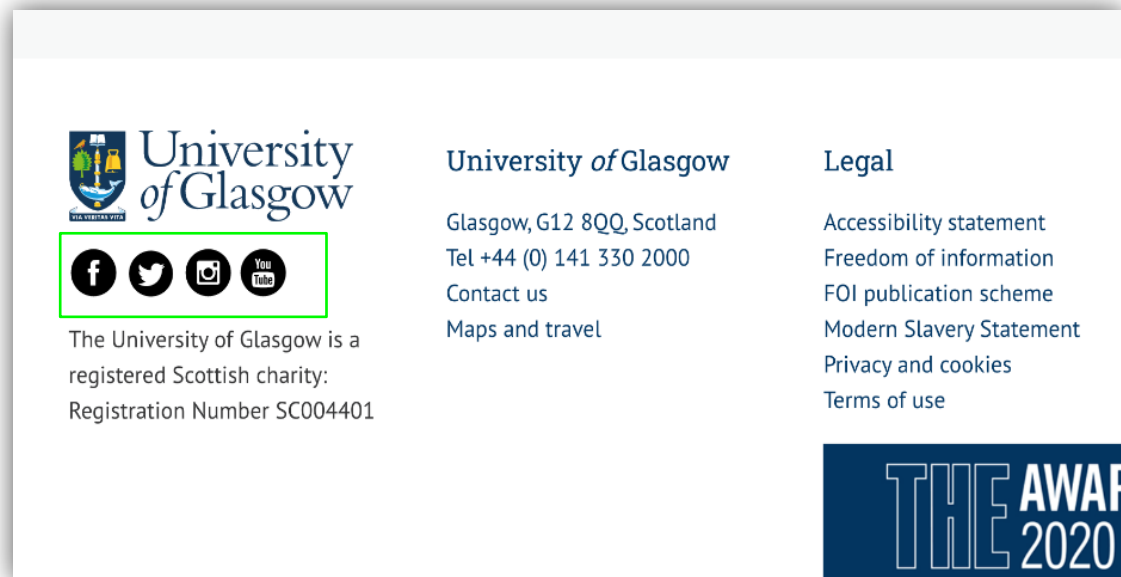
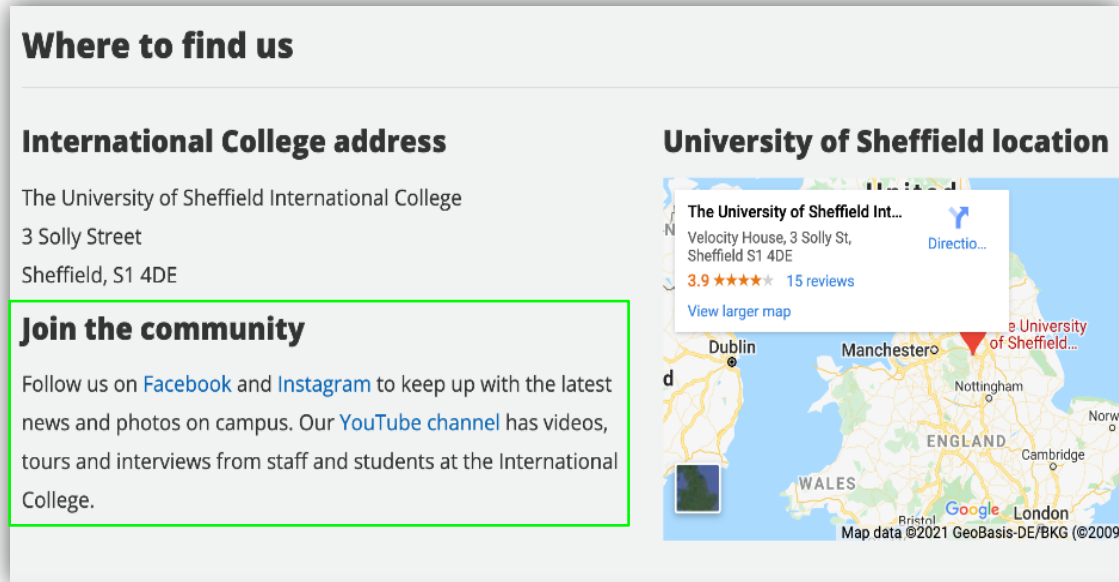


Figure 1.2.4: Social media sites used by the University of Sheffield.



The use of social media increases the visibility of users (Constantinides & Zinck, 2011). This online visibility garners success and performance (Schindler & Bickar, 2005; Dellarocas, 2003; Duan et al., 2008). The use of social media by organizations has largely been seen as a marketing strategy to increase visibility (Constantinides & Zinck, 2011).

Harvard stands out as one of the best examples of a renowned higher learning institution with an admirable social media presence. The university's social media following are said to reflect a sterling reputation: it has over five million Facebook followers. Its social media accounts also include Twitter, Instagram, YouTube, and LinkedIn and are said to reflect the expansive interests of its current students, alumni, and faculty, showcasing the achievements of Nobel laureate professors and the aspirations of recent graduates. On Instagram, users can view the school's picturesque campus and storied history, as well as check out cameos from celebrities like Elton John and prestigious alumni like Barack

Obama. Harvard's Facebook page offers insight into student life, while also sharing unique campus events, many of which are open to the public. (BestColleges.com, n.d.).

This diverse approach to social media use is what Rusangu University is missing out on. This could be attributed to limited knowhow about the position on the diversity of social media sites to achieve maximum visibility and a good image of an institution. Perhaps it would also demand identification of prerequisites of an effective social media management system. The difficulty of relying on Facebook alone has presumably led to limited publicity, low enrolments, low search engine optimization, and reliance on traditional systems of communication that are costly to the institution and unreliable.

Meanwhile, there is clear evidence that other Zambian-based universities like UNZA, UNILUS and Cavendish have already embraced use of multiple social media platforms and the statistics are provided by World University Rankings. UniRank, (2021) reveals that these universities are using Facebook, Twitter, Linked and YouTube and have significant number of followers on each and obviously for the same reasons while the international universities looked at earlier also have.

If a study is not done to embrace diversity, Rusangu University may continue to be low ranked, remain unknown especially for its academic activities and developmental projects and it will continue not to attract students from diverse local and regional communities.

1.3 Aim of the study

The aim of this study was to develop a framework of actions that could be used to enhance the visibility and boost the image of Rusangu University using social media.

1.4 Research Objectives

- 1) To identify the types of social media sites that Rusangu University could embrace.
- 2) To establish why Rusangu University has only embraced Facebook as a social media site.
- 3) To ascertain how Rusangu University can best utilize social media sites to enhance its visibility and boost its image.

1.5 Research Questions

This study was seeking to address the following research questions:

- 1) What types of social media sites could Rusangu University embrace?
- 2) Why has Rusangu University only embraced Facebook as a social media site?
- 3) How can Rusangu University embrace other social media sites to enhance its visibility and boost its image?

1.6 Significance of the study

This study aimed at developing a framework of actions that could be used to enhance the visibility and boost the image of Rusangu University. The findings will help in determining the best course of action as far as the adoption of additional social media sites is concerned as well as the best and most appropriate way to use them to be more meaningful to the end

users or target groups. It will provide institutional social media administrators with appropriate actions to take, drawn from the framework of actions, to enhance the institutional image and maximize its visibility. This study was engaged in exploring current pieces of literature to contextualize the findings to the Zambian environment to bridge the knowledge gap that exists due to lack of contextual material.

1.7 Scope of the Study

This study was delimited to the exploration of various contemporary social media sites available in Zambia and other countries to enhance the institutional image and visibility of Rusangu University. The study involved key social media administrators, faculty and staff, current and prospective students, the alumni as well as the parents and guardians to the university students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Introduction

This review of literature was written to provide a foundation for the study of ways of utilizing social media sites to enhance the visibility and image of Rusangu University. The aim of this review is to examine theoretical and conceptual underpinnings regarding social media use by higher learning institutions in Zambia and across the globe. This literature review is drawn from journal articles, published and unpublished theses, books on related topics, institutional websites and generally from Google Scholar and Google search engine.

2.1 Brief History of Social Media: The Birth of Social Media (1997)

To start with, it is very imperative to have an understanding how the use of social media begun. The first social media site that everyone can agree that it was actually social media was a website called ‘Six Degrees’. It was named after the ‘six degrees of separation’ theory and lasted from 1997 to 2001. (Monteforte and Seltzer, 2018) Monteforte and Seltzer, (2018) adds that Six Degrees allowed users to create a profile and then friend other users. Six Degrees even allowed those who did not register as users to confirm friendships and connected quite a few people this way.

From Six Degrees, the Internet moved into the era of blogging and instant messaging. The term “blog” is a short form of the phrase “Weblog” which was coined by Jorn Barger, an early blogger that was the editor of the site “Robot Wisdom.” From there, ICQ was born,

and most members of Generation X remember ICQ and the service that was created shortly thereafter, America Online, with AOL's instant messenger especially prominent in the social media line-up. (Historycooperative.com, 2015)

2.1.1 The First Social Media Surge

Trika, (2016), although the younger generation of today might not know about it, back in the early 2000's the website MySpace was the popular place to set up a profile and make friends. MySpace was the original social media profile website, leading into and inspiring websites like Facebook. (Historycooperative.com, 2015). But even though MySpace has a very small user base today compared to Facebook and Twitter, there are musicians who have used MySpace to promote their music and even be heard by record producers and other artists. (Historycooperative.com, 2015)

2.1.2 Facebook and Twitter

In 2004, Mark Zuckerberg launched what would soon become the social media giant that would set the bar for all other social media services. Facebook is the number one social media website today and it currently boasts over a billion users.

However, back in 2004, Facebook (TheFacebook.com then) was launched just for Harvard students. Zuckerberg saw the potential and released the service to the world at the website facebook.com. (Monzon, 2017)

In 2006, the popularity of text messaging or SMS inspired Jack Dorsey, Biz Stone, Noah Glass and Evan Williams to create Twitter, a service that had the unique distinction of allowing users to send “tweets” of 140 characters or less. Today, Twitter has over 500 million users. (Meyer, 2020)

2.2 Types of social media sites

According to Maina, (2018), social media networks are a major resource for both small and big businesses that are looking to promote their brands on the Internet. And figuring out the most popular social media sites for the audience you are trying to reach is extremely important. This is particularly important for universities that must appeal to more sensitive younger generation.

Maina, (2018) adds that to properly utilize the power of social media, you need to know the most popular social media sites and identify the ones that work best for your business to avoid spreading yourself too thin.

There are numerous social media sites, but for purposes of this study, we will focus on ten, namely:

2.2.1 Facebook

According to Nations (2019), Facebook is a social networking website where users can post comments, share photographs, and post links to news or other interesting content on the web, chat live, and watch short-form video. On this site, shared

content can be made publicly accessible, or it can be shared only among a select group of friends or family, or with a single person.

(Madrigal, 2019) adds that Facebook began in February of 2004 as a school-based social network at Harvard University. A student named Mark Zuckerberg along with his friend Edward Saverin created it. Nations (2019) further notes that in 2006 Facebook opened to anyone 13 years or older and took off, rapidly overtaking MySpace as the most popular social network in the world. Facebook's success can be attributed to its ability to appeal to both people and businesses and its ability to interact with sites around the web by providing a single login that works across multiple sites.

2.2.2 Twitter

Twitter is a free social networking microblogging service that allows registered members to broadcast short posts called tweets. Twitter members can broadcast tweets and follow other users' tweets by using multiple sites and devices. Tweets and replies to tweets can be sent by cell phone text message, desktop client or by posting at the Twitter.com website. (Rouse, 2015).

2.2.3 LinkedIn

LinkedIn is a social network with over 116 million users that enables you to network professionally, post and find jobs, answer questions, and build thought leadership—while simultaneously helping the people you trust. A user can easily

discover the people employed by a certain business, or the various businesses a certain person has worked for. (Hussain and Turner, 2011)

Maina, (2018) also adds that it is the most popular social media site for professional networking. She remarks that LinkedIn is great for people looking to connect with people in similar industries, networking with local professionals and displaying business related information and statistics.

2.2.4 Google+

While it is no Twitter, Facebook, or LinkedIn, Google+ has its place among the popular social media sites. Its SEO value alone makes it a must-use tool for any small business. Launched on December 15, 2011, Google+ has joined the big leagues registering 418 active million users as of December 2015. (Maina, 2018)

2.2.5 YouTube

YouTube has over 1 billion website visitors per month and is the second most popular search engine behind Google. YouTube is the largest and most popular video-based social media website which was founded on February 14, 2005. (Mohsin, 2021)

Mohsin, (2021) adds that YouTube was founded in February 2005, as a “consumer media company for people to watch and share original videos worldwide through a web experience”. According to Freeman and Chapman, (2021), YouTube is said to be a free service where subscribers can upload videos of any quality (including those shot using mobile phone video recorders), thereby sharing them with a

potential audience numbering hundreds of millions. Links to newly posted videos enjoyed by viewers can be easily emailed to others, resulting in popular videos rapidly coming to the attention of large numbers of viewers.

2.2.6 Pinterest

Launched in March 2010, Pinterest is a relatively newcomer in the social media arena. This site consists of digital bulletin boards where businesses can pin their content. Pinterest announced September 2015 that it had acquired 100 million users. Small businesses whose target audience is mostly made up of women should invest in Pinterest as more than half of its visitors are women. (Neusourceindia, 2019)

2.2.7 Instagram

Smith, (2018) reveals that Instagram is a visual social media site. The site, launched on October 6, 2010, has more than 400 million active users and is owned by Facebook. Many of its users use it to post information about travel, fashion, food, art, and similar subjects. Neusourceindia, (2019) also adds that Instagram's unique filters together with video and photo editing features also distinguish the site. It is also established that almost 95 percent of Instagram users also use Facebook.

2.2.8 Tumblr

Tumblr is one of the most difficult to use social networking sites, but it is also one of the most interesting sites. The site allows several different post formats, including quote posts, chat posts, video, and photo posts as well as audio posts, so you are never limited in the type of content that you can share. Like Twitter, weblogging, which is more like retweeting, is quick and easy. (Maina, 2018)

2.2.9 Flickr

According to Tech Asia expert, Wee, (2017) Flickr is said to be an online image and video hosting site that was created by the then Vancouver-based Ludicorp on February 10, 2004. Maina, (2018) adds that the site is popular with users who share and embed photographs. Lihzis, (2021) observes that as of October 2020, Flickr had more than 112 million users and had its footprint in more than 63 countries. An average of a million photos are shared daily on Flickr.

According to Woda, (2019), Flickr is an image sharing site and online community. Users upload and manage photos, comment on others' pictures, subscribe to image feeds, and communicate with up to 3,000 contacts on Flickr. Only a Yahoo email address is required for sign up, which is by default hidden from users who are not designated as “friends and family.” Woda, (2019) adds that in Flickr, a person's real name and current city, if provided, are public by default. Registered users can geotag their uploaded photos, tag and add notes, organize albums, and join groups of similar pictures taken by other people. Users set a privacy level for each photo and designate who can download it. Woda, (2019) goes on to say that users also assign the photo license (“all rights reserved” is the default) and the safety level of the photos. “Safe” means appropriate for everyone “Moderate” is mature (Flickr specifies that “bare breasts and bottoms” fall into this category) “Restricted” means not for minors.

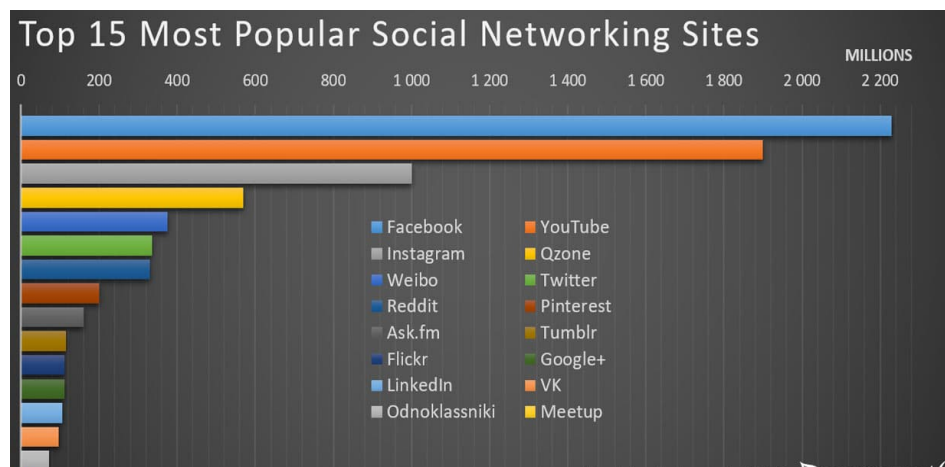
2.2.10 Reddit

Lihzis, (2021) describes Reddit as a social news and entertainment networking website where registered users can submit content such as direct links and text posts. Midasedu.in, (2019) adds that users are also able to organize and determine their position on the site's pages by voting submissions up or down. Submissions with the most positive votes appear in the top category or main page.

Lihzis, (2021) also states that University of Virginia roommates Alexis Ohanian and Steve Huffman founded Reddit on June 23, 2005. A decade later, the site boasts more than 36 million registered accounts and 231 million monthly visitors.

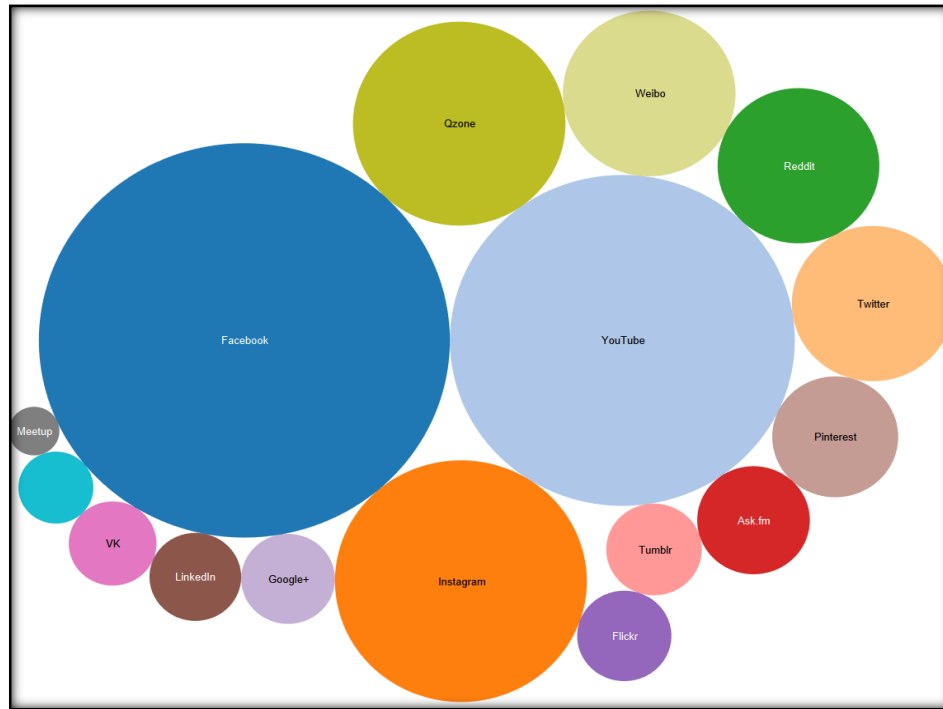
Figure 2.1 below shows the top 15 Social Networking Sites and their total registered users while Figure 2.2 shows the same networking sites by size.

Figure 2.1: Top 15 Social Networking Sites



(Source, DremGrow)

Figure 2.2: To 15 Social Networking Sites by size



2.3 International and Zambian universities using social media sites.

2.3.1 Zambian Universities

To understand how Rusangu University could utilize social media to increase its visibility and boost its image, it is also imperative that apart from internationally renowned universities, closer look at local universities is also done to understand which ones they have found to be favourable.

According to the Zambian Higher Education Authority (HEA), there are fifty-three registered private universities and nine public registered universities in Zambia. (Higher Education Authority, 2021).

2.4 Demographics of Zambian Universities on Social Media











To collect reliable data on Zambian universities with a social media presence, reference was made to UniRank, a website whose aim is to provide a non-academic League Table of the top Universities in the world based on valid, unbiased, and non-influenceable web metrics, provided by independent web intelligence sources rather than data submitted by the Universities themselves.

The data in figure 2.2 shows Zambian universities with Facebook, 2.2.1 shows Zambian universities with Twitter, 2.2.2 shows Zambian universities with YouTube and 2.2.3 shows Zambian universities with Instagram. (4icu.org, 2019).

2.4.1 Zambian Universities on Facebook

Figure 2.4.1 showcases the top 10 universities that have Facebook presence in Zambia with University of Lusaka in the lead with 196, 086 Likes while ZCAS university is trailing last with 19, 195 Likes. The bottom line is not about which one has more or less Likes but simply which universities have embraced Facebook as a social media platform.











Figure 2.4.1: Zambian Universities on Facebook

Zambian Universities on Facebook		
Rank	University	Likes
1	University of Lusaka 	196,066
2	Cavendish University Zambia 	125,585
3	University of Zambia 	62,331
4	Chreso University 	46,287
5	Rusangu University 	45,505
6	Eden University 	42,424
7	The Copperbelt University 	33,876
8	Rockview University 	21,654
9	Texila American University Zambia 	19,560
10	ZCAS University 	19,195

2.4.2 Zambian Universities on Twitter

Figure 2.4.2 showcases the top 10 Zambian universities on Twitter. In this category, the University of Zambia has more followers at 7,040 while Gideon Robert University is trailing last with 11. While Rusangu university is listed, the social media administrators have confirmed that the account was probably created and being managed by a student who is not known to school authorities.






Figure 2.4.2: Zambian Universities on Twitter

Zambian Universities on Twitter		
Rank	University	Followers
1	University of Zambia 	7,045
2	Cavendish University Zambia 	2,017
3	University of Lusaka 	1,321
4	Africa Christian University 	1,153
5	The Copperbelt University 	881
6	Texila American University Zambia 	137
7	Northrise University 	133
8	Rusangu University 	128
9	Eden University 	30
10	Gideon Robert University 	11

2.4.3 **Zambian Universities on YouTube**

Figure 2.4.3 showcases the only 5 Zambian universities on YouTube. In this category, Information and Communication University has more subscriptions at 352 seconded by Rusangu University with 328. Now, this record is contrary to earlier assertions that the university has no other social media platforms apart from Facebook. The university have confirmed that the account was created after this research was conducted.

Figure 2.4.3: Zambian Universities on YouTube




Zambian Universities on YouTube		
Rank	Subscribers	University
1	352	Information and communication University 
2	328	Rusangu University 
3	162	The Copperbelt University 
4	106	Cavendish University 
5	43	University of Zambia 

Notice: the total number of subscribers of the above YouTube channels have been extracted in October 2019 .

2.4.4 **Zambian Universities on Instagram**

Figure 2.4.4 showcases the only 3 Zambian universities on Instagram. In this category, Cavendish University has more Followers at 2,968 seconded by African Christian University with 789. Though not listed here, University of Lusaka also has an Instagram account (<https://www.instagram.com/explore/locations/268125142/university-of-lusakaunilus/>)

Figure 2.4.4: Zambian Universities on Instagram

Zambian Universities on Instagram		
Rank	Followers	University
1	2,968	Cavendish University 
2	789	Africa Christian University 
3	152	Northrise University 

Notice: the total number of followers of the above Instagram pages have been extracted in April 2019.

2.5 How Zambian Universities use social media.

2.5.1 University of Lusaka

Located in the city of Lusaka in Zambia, the privately-owned university makes use of Facebook, Twitter, Instagram, and YouTube as social media campaign tools. A check on their social media sites reveals that they frequently share updates on academic programmes, special events, staff, and student recruitment initiatives and much more. The Facebook page is well branded, and they make prompt responses to queries.

Figure 2.5.1: University of Zambia social media sites



UNIVERSITY *of* LUSAKA

Featured Links

- > Calendar
- > Grading System
- > FAQs
- > Schools
- > Student-Affairs
- > Contact Us

Plot No. 37413, off Alick Nkhata Road, Mass Media P.O. Box 36711, Lusaka, Zambia.

LEOPARDS HILL ADDRESS
Plot No 17986, off Leopards Hill Road, Leopards Hill P.O. Box 36711, Lusaka, Zambia.

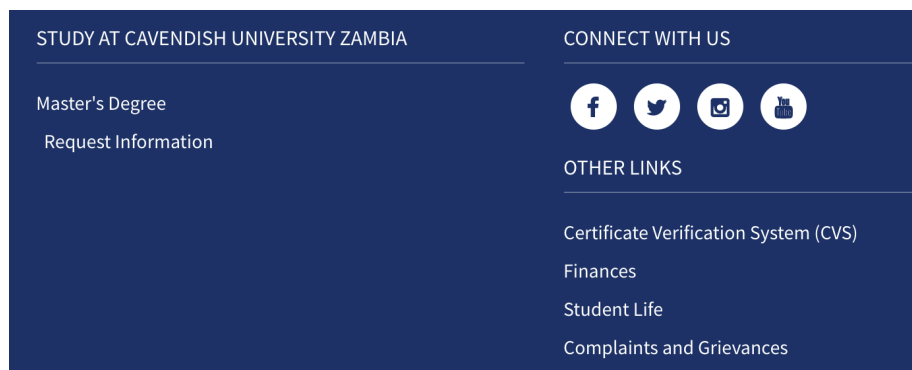





2.5.2 Cavendish University - Zambia

This privately-owned university is in the heart of the city of Lusaka in Zambia. The university makes use of Facebook, Twitter, Instagram, and YouTube as its social media tools as depicted in figure 2.5.2. A check on their social media sites reveals the well branded Facebook page showcases academic programs offered, special events taking place at the university, local and international recruitment initiatives and much more.

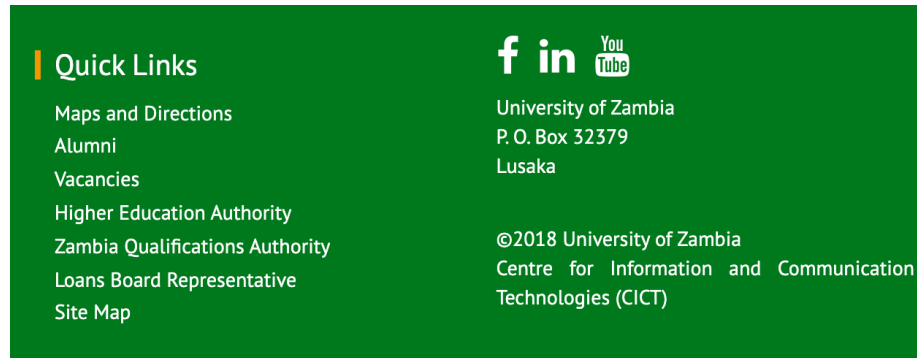
Figure 2.5.2: University of Zambia social media sites



2.5.3 The University of Zambia

Zambia's oldest and largest public university, the University of Zambia has also embraced social media. On their website are social media icons for Facebook, Instagram and YouTube as shown in figure 2.5.3. However, the usage is not as competitive as that of the other privately-owned universities such as those cited earlier.

Figure 2.5.3: University of Zambia social media sites



2.6 Renowned International Universities on social media

There are several institutions of higher learning that utilize social media globally. The international schools on this list represent the cream of the social media crop in the world of higher education as shared by BestColleges.com. Bearing in mind that majority of the university target groups are the youthful age that frequent social media use, Anders (2011) observes that companies have discovered that interactive campaigns online and on social media are a successful way to reach and engage Millennials.

Moving away from the stuffy reputation of academia, these schools are said to be fluent in the modern vernacular of emojis, retweets, and hashtags, sharing content that is both engaging and informative. It is this engaging and informative aspect of social media posts that Rusangu University students desire to see on their university Facebook page.

The smartest schools on the list have even figured out ways to harness their own students' usage of social media to create a stronger profile for their institutions at large, in turn drawing in more students. (BestColleges.com, n.d.)

2.6.1 Harvard University

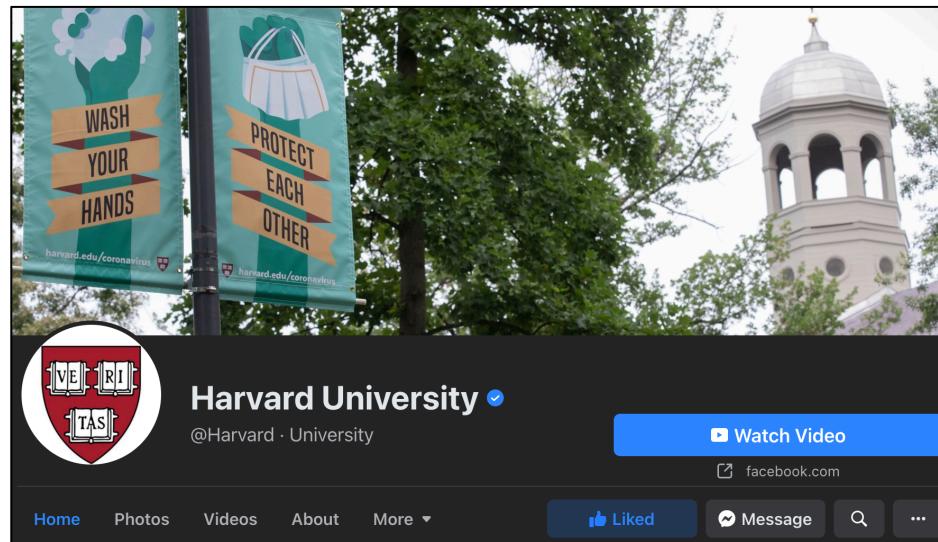


Figure 2.6.1 – Harvard University Facebook page home page

In terms of reputation and academic prestige, Harvard is hard to beat, and the school is practically synonymous with Ivory Tower elitism. Unsurprisingly, the university's social media following reflects this sterling reputation: Harvard has over five million Facebook followers.

The school's social media accounts reflect the expansive interests of current students, alumni, and faculty, showcasing the achievements of Nobel laureate professors and the aspirations of recent graduates. On Instagram, users can view the school's picturesque campus and storied history, as well as check out cameos from celebrities like Elton John and prestigious alumni like Barack Obama. Harvard's Facebook page offers insight into student life, while also sharing unique campus events, many of which are open to the public. (BestColleges.com, n.d.)

2.6.2 Stanford University



Figure 2.6.2 – Stanford University Twitter Account home page

Stanford's proximity to Silicon Valley naturally funnels students into the world's technology capitol, so it is no surprise that the school boasts one of the top social media presences. With faculty and alumni that comprise some of the world's leaders in technology and research, Stanford's social media pages showcase an institution that is actively shaping most aspects of the modern world, from food to education to medicine. (BestColleges.com, n.d.)

A quick perusal of the university's Twitter feed reveals a snapshot of 21st-century life, directing its 600,000 followers to material on artificial intelligence, substitutes for trans fats, and the use of video games to treat PTSD. Stanford's Facebook draws in even more users (1.2 million followers and counting) with similarly informative content along with inside glimpses of the school's impressive campus. (BestColleges.com, n.d.)

2.6.3 Massachusetts Institute of Technology

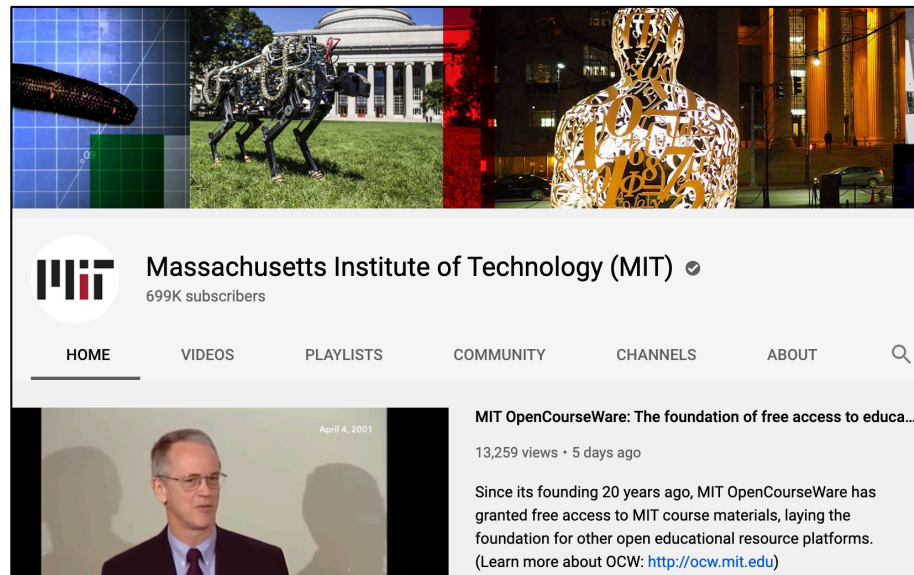


Figure 2.6.3 – MIT YouTube Channel home page

The other elite university in Cambridge is no slouch when it comes to social media, boasting nearly a million followers on Twitter and over a million on Facebook. MIT's reputation rests on its cutting-edge research, and the school's social media pages reflect this commitment to innovation. Users can explore the institution's past, present, and future, viewing current research projects as well as past lectures from notable figures like Steve Jobs. A casual scroll through MIT's Facebook feed yields photos of robotics and electro-microscopy, along with news updates detailing latest developments in science, technology, medicine, and engineering. (BestColleges.com, n.d.)

With just over 62,000 followers, the university's Instagram is not quite as prominent. But the account still features plenty of photos documenting MIT's active

campus culture and innovative scientific research. The school's message is clear - MIT is devoted to serious research and serious learning.

2.6.4 Ohio State University

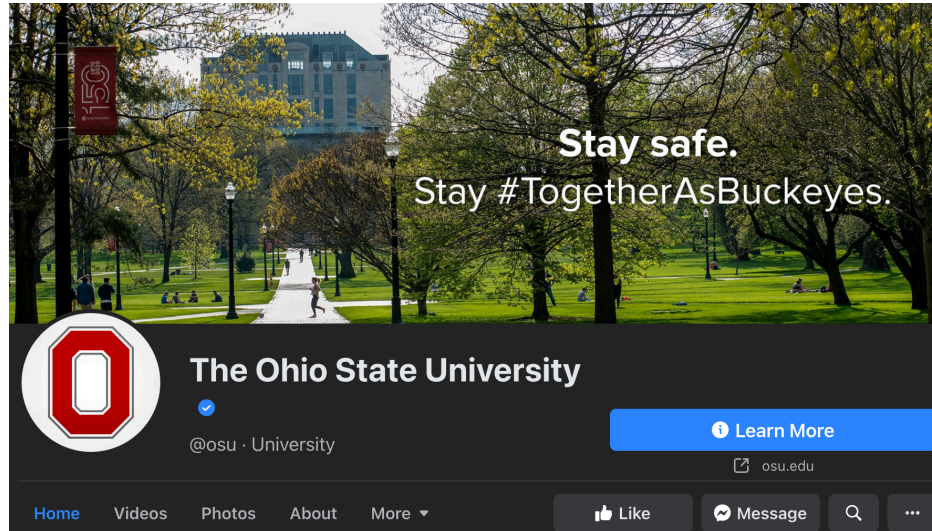


Figure 2.6.4 – Ohio State University Facebook page

With an enrolment of more than 59,000 campus students, OSU is the third-largest university in the USA and the largest in the Midwest. A school this large need an outsized social media presence, and OSU delivers, boasting over 700,000 followers on its Facebook alone.

A major centre of research and education, the university produces notable work in most academic fields. A quick glance through OSU's social media postings reveals the scope of this activity, from sculpture and sleep science to the relationship between gender, grades, and job prospects. Much of OSU's content places academic research in practical, relatable context, such as an explanation of interest rates from a professional economist.

2.6.5 University of Florida

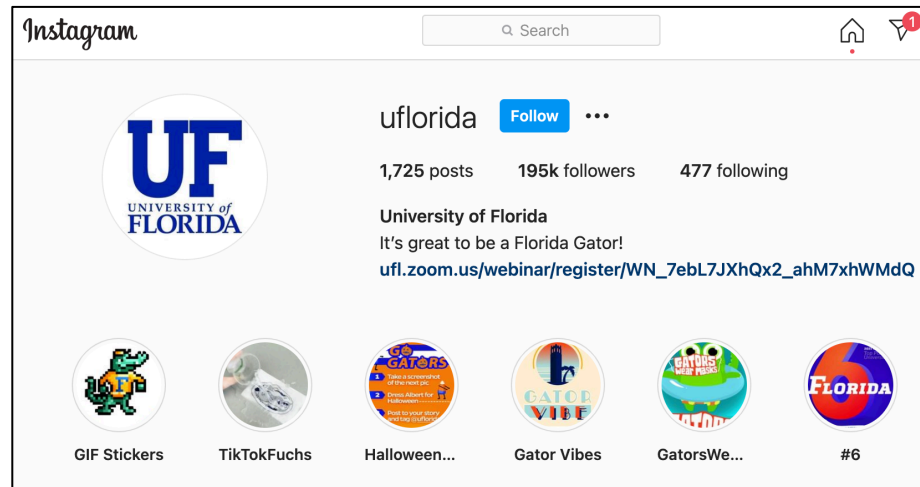


Figure 2.6.5 –University of Florida Instagram home page

Gainesville is home to UF, a major public university that serves more than 55,000 students through 87 academic schools and departments. While a defined social media presence is now obligatory for all major higher education institutions, not all are created equal, and UF wins high marks for its humorous, clever Facebook page. The directly speaks to the Rusangu university's concern that the university's Facebook posts are rather 'serious. Adding some humour to Rusangu University social media posts, such as is done by the University of Florida will generate a lot of interest among the users.

Positioning itself somewhere between a traditional university and a YouTube variety channel, UF presents an assortment of unusual videos shot around the university campus. Ranging from informative to entertaining, the school's video presence touches on everything from Frank Lloyd Wright's UF fraternity house to hilarious videos of university president W. Kent Fuchs offering free rides in a golf cart. The school also keeps students guessing with April Fool's pranks: In one video

detailing a (fictional) merger between UF and FSU, Fuchs and FSU president John E. Thrasher argue about how best to combine to school's two acronyms. This clearly outlines some of the ways by which Rusangu university can also utilize YouTube to increase its visibility and boost its image.

2.7 How Universities are using social media.

Different universities use social media in so many ways. Despite the different ways, they all narrow down to deliberate efforts aimed at enhancing an image and increasing visibility which is what this study was seeking to understand.

The four main ways in which institutions use social media are as follows:

2.7.1 Attracting Future Students

According to Ridley, (2019), the first way by which colleges and universities are using social media is by attracting prospective students. When searching for a college or university, students want the world-class program, facility, and faculty, but they are also looking for a place to fit in and call home. Move over printed booklets, campus visits and overnights; students can now connect with a school's campus life 24/7 through the power of social media.

Ridley (2019) adds that schools have taken notice of what students are looking for and are using social media to share their campus culture with prospective students and their parents. This is part of what was discussed with the Rusangu university respondents during the Focus Group Discussions. Students desire that while they

share campus activities on their personal social media platforms, the same should be done by the university so that messages reach out to prospective students as well as their parents. Colleges are sharing campus life as it happens, using Instagram photos, YouTube videos, tweets and more. In the case of Rusangu university, the respondents (students) suggested sharing video clips on YouTube that showcase class lecturer time as well as sports activities while Instagram can be used to showcase the campus's beautiful scenery.

One of the basic ways institutions use social media is to share what is going on campus as events unfold – sharing different photos, and event information can help showcase to incoming students what is going on at the university and what makes a given campus different from others. (Ridley, 2019).

2.7.2 Sharing Students' Experiences

This is the second way by which institutions use social media.

Ridley, (2019) observes that College will be some of the most transformative years in most students' lives, and the most successful schools on social media are using social networks to collect and share these experiences. Two popular ways schools are curating student content are blogs and hashtags.

Jason Boucher sees the value in their student blog as an engagement tool with current students, but also a recruitment tool for prospective students. "UNHTales gives students the opportunity to speak in their own words and to be published, which is good for building their resume and getting some real-world

writing experience,” says Jason. “Our audience for UNHTales is not only students, but prospective students and their parents read the voice of the student and what their experience is like at UNH coming from actual students not the administration, so it’s genuine and authentic.”

According to Campbell (2013), a hashtag A hashtag is a label for content. It helps others who are interested in a certain topic, quickly find content on that same topic. Hashtags have become a powerful tool as their popularity grows and more social networks and users use them. One network that uses hashtags and is gaining popularity with students is Instagram.

What makes Instagram work so well is how fast you can post photos to not just your mobile, but to Facebook, Twitter, Tumblr, Foursquare, and Flickr. One photo taken can amplify a message across many social networks within second. It is such flexibility that Rusangu University social media administrators can take advantage of in the university’s quest to increase the visibility and image.

2.7.3 Connecting Students with the Answers They Need

The third way by which colleges and universities are using social media is by connecting students with the answers they need. As colleges embrace social media, they are finding that more and more students are using social media to ask questions and share feedback. Being helpful and responsive is key as it shows students that social media is a place where they can communicate with their school.

This point brings into perspective the submission by Rusangu University students that the response time on the university Facebook page needs to improve.

“They call it social media for a reason – it can’t be a one-way conversation. So, if we have students who are asking us questions or giving observations on some of the things we have going on around campus, if we just take that information in and do nothing with it, we are not only doing the students a disservice, but we are also doing the institution a disservice,” says Stephen. Again, this draws the aspect of interaction that is advocated on social media. Social media are meant to be two-way channels of communication. As such, posts that are made should be engaging and audience captivating.

This is part of the feedback given by respondents (students) during the Focus Group Discussions. Effective and efficient handling of two-way communication has a huge bearing on the image of the university so it is something that should not be taken lightly.

Being responsive also means being available when students are available. Stephen says that it is common for his team to be online at 11 p.m. responding to students. “They are floored when they see we answer at that time. They wonder if it’s an automated service or a call centre—but no, it’s just a team that cares about what they do and that our students are well served.”

This approach to social media directly speaks to one of the best ways of managing social media platforms. Sometimes, the users are available at awkward hours but expect feedback as soon as they raise a question. Having dedicated time to respond to such queries or indeed having a team can rotate becomes very helpful.

This is the same approach suggested by the Rusangu University respondents (students) in this research that was aimed at developing a framework of actions that can be used on social media to increase visibility and boost the image of the institution.

2.7.4 Staying Connected with Alumni

The fourth way by which colleges and universities are using social media is by staying connected with alumni. Colleges and universities that are doing a great job connecting with students also know how important it is to keep those connections alive after graduation. Social media now plays an important role in helping colleges stay connected with alumni and increasing the value of their education by expanding their school's recognition.

Universities like Rusangu University are now able to share their alumni's lives and career achievements on social media. These notes such as promotions at work, accomplishments, recognition of qualifications by big organizations, etc. are helping reconnect alumni, increase the university's exposure and increase the SEO value for alumni and the university. The university can use YouTube to share alumni videos, Instagram to share alumni photos and Facebook to share the alumni

stories and testimonies. These stories can be shared by the alumni while the university in-turn shares on social media platforms.

2.7.5 Student recruitment tool

According to Comevo (2019), most people these days gather the bulk of their information through social media and networking channels. Social media and networking sites have become a crucial tool for finding jobs, relationships, hotels, destinations for travel, reviews of businesses, and pathways to education.

Comevo (2019) adds that educators at all levels have embraced the use of technology both in and out of the classroom, and some have discovered that social media can be a valuable tool for recruiting students and driving enrolment for their programs and institutions.

Comevo (2019) further refers to a study published by Sprout Central where two-thirds of high school students say that social media conversations influence their decision on where to enrol in college. This means that colleges can use social media to teach interested students about their schools, providing them with information about campuses and programs that can be crucial in their decision-making process.

Russell (2017) also adds that student recruitment has always been a concern for higher-education institutions. In recent years, several factors have spiked this pressure.

Facing increased competition from new online providers, a more sophisticated selection process by students, and declining applicant pools, schools must now actively apply creative tactics to draw students into their hallowed halls. (Russell, 2017)

2.7.6 Social media as a tool to promote research and innovation.

Russell (2017) further observes that top-tier research schools rely on attracting top researchers to accelerate their advancements in innovation. While scholarly journals and faculty speaking opportunities do an incredible job of reaching researchers, their reach is, by and large, limited to an individual's access to and awareness of such materials.

Russell (2017) continues to say that many institutions are now utilizing social media to help elevate awareness about their research innovations. Canada's University of British Columbia is one such school that is using social to showcase its leadership in hard and soft sciences.

2.7.8 Social media as an alumni engagement and fundraising tool

Most post-secondary institutions rely on external funding to keep their operations afloat. In the past, fundraising was typically carried out through direct-mail or phone campaigns - often directed at their loyal alumni. While these traditional formats carry-on, many institutions are now also using social media to further the reach of their fundraising efforts. Stephenson et al, (2011) observed that the more

communication pieces an alum receives, the more likely he/she is to give financially back to the school.

Studies demonstrate that identification with a university is an important factor in alumni donations in the sense that we know the closer an alumna perceives herself to her university, the more likely she is to donate (Levine 2008; Parsons & Wethington 1996).

Columbia University is one great example of a university making good use of social media fundraising. During their 2012 Giving Day Campaign, the school's 24-hour fundraising day, the University launched a website to serve as their primary fundraising hub. To spread the word, Columbia then mobilized the campaign via their social media channels.

To narrow down further on the USA, the U.S. Department of Education reports that private, nonprofit colleges comprised more than a quarter of their 2013 revenue and investment returns in the form of private gifts, grants, and contracts - up more than 4 percent from the previous year, and we can expect the trend to continue (U.S. Department of Education, 2015).

In relation to the aim of this study, which is to develop a framework of actions that could be used for increased visibility and enhanced image, Rusangu University can,

therefore, pick a leaf from this scenario and make use of alumni initiatives to increase its visibility and boost its image.

2.7.10 Reach students

This includes all types of students: prospective, current, and alumni. When a student is vested in a particular university, it is more than likely that he or she follows the university on social sites as a follower on Twitter, fan on Facebook, member of a Google+ circle, connection in a LinkedIn group, etc. or has mentioned the university in some capacity online. This gives universities the chance to identify and reach students with a specific message – why prospective students should join the university, what current students can look forward to this week, and what alumni can fondly look back on or participate in.

Another author, Bernardo, 2018, adds that Social media has become such an essential part of business that universities have begun to implement social media courses across a variety of programs – from communications to marketing to business management. He, however, observes that while universities are quick to teach of the benefits of social media, they tend to be a bit slower in implementing it into their own ecosystem as they have yet to use it in a way that can bring them the social media success like large companies such as Virgin America, Intel, and Nordstrom. I, however, find this to be a lean observation considering that examples of universities with very successful social media sites have been cited in this paper.

Bernardo, 2018 notes that universities are fortunate to already have such a specific and dedicated audience which is made up of students (prospective, current, former), faculty, educators, and more — all of whom are directly connected with or interested in the university.

2.7.11 Keep audiences informed and updated.

The percentage of people getting their news from social media rather than traditional news sites has been on a steady rise. Today more and more people turn to Twitter or Facebook to find out breaking news. Universities can capitalize on this by announcing important and breaking news or posting information to their networks. Audiences will know they can turn directly to these social channels for news.

2.7.12 Monitor reputation

Social media has become the go-to place for talking about a particular brand or business. Social media users are quick to voice their appreciation or disdain about a particular brand, product, or service. By now we have seen the effects of viral content, both positive (think Psy's "Gangnam Style") and negative (the abuse videos that lead to the firing of Rutgers coach Mike Rice). A university's reputation is a big deciding factor for funding, applications, and job applications so monitoring what is being said on the social web can help build, maintain, or repair a reputation. Positive use of social media can, therefore, enhance the image of an institution.

2.8 Mechanisms to enhance visibility and image of institutions.

Two aspects of this study that cannot be pushed under the carpet are university visibility and image boosting. Therefore, this study now digs into the mechanisms to enhance visibility and image of institutions. Markowitz, (2014) breaks down what he calls the five ways to improve your company's image. These are stated as follows:

2.9 Literature Review Summary

The research's aim was to develop a framework of actions that could be used by Rusangu university in its quest to increase the university visibility and boost its image.

The literature review shared in this chapter clearly outlines the history of social media that gives an understanding of what it really is and how it was used then and compares with its current use.

The review continues to provide statistics on the most trending social media sites and how local and internal universities are making use of them to increase the institutional visibility and boost the image. This also includes statistics on the types of social media sites currently in use by some of the top universities in Zambia. The evidence reveals wide use of Facebook, Twitter, YouTube, and Instagram by both local and international universities.

The discovery in this literature review clearly concurs with the suggestions given by the respondents regarding the best types of social media sites that are ideal for Rusangu University, which are Facebook, Twitter, YouTube, LinkedIn, and Instagram. There is no

mention of TikTok in the review as it is a new social media site, which though popular still have not much use by universities.

The review goes on to highlight the best ways to use social media by universities and this is what forms part of the framework of activities which this research was seeking to develop.

CHAPTER THREE

METHODOLOGY

3.0 Chapter Introduction

This chapter explains the research design and provides details regarding the population and sample of the study. It also explains the research tools and data analysis procedures to be undertaken to derive the findings and the conclusion of the study.

Novikov & Novikov (2013) states that utilizing both qualitative and quantitative methods, popularly known as mixed methods is the most acceptable way for social science researchers, as it yields the best possible results. Thus, this study implemented mixed methodology, using both qualitative and quantitative methods of research.

A case study is a research method that involves the documented history and comprehensive analysis of a situation concerning subjects such as industries, organizations, and markets. (Sammut-Bonnici, Tanya & McGee, John, 2015)

Its aim is to give a detailed description of a case study – its definition, some classifications, and several advantages and disadvantages – to provide a better understanding of this widely used type of qualitative approach. (Rebolj, A. Biba PY (2013)

3.1 Research Design Matrix

<i>Research Questions</i>	<i>Research Objectives</i>	<i>Population and sampling</i>	<i>Data Collection technique</i>	<i>Data Analysis</i>
What types of social media sites could Rusangu University embrace?	To describe based on proportions the types of social media sites Rusangu University could embrace	Students Random sampling	Questionnaire Focus group	Univariate and bivariate analysis
	To describe based on verbal accounts the preferred types of social media sites Rusangu University could embrace	Expert sampling of admin and management staff	Focus group. Key Informant Interviews	Thematic analysis
Why has Rusangu University only embraced Facebook as a social media site?	To understand from verbal accounts the motives of media and management actors for embracing only Facebook as a social media site	Expert sampling of admin and management staff	Focus group. Key Informant Interviews	Thematic analysis
What social medial sites could be ideal for Rusangu University?	To describe based on proportions the ideal types of social media sites for Rusangu University	Students Random sampling	Questionnaire Focus group	Univariate and bivariate analysis
	To describe based on verbal accounts the ideal types of social media sites Rusangu could embrace	Expert sampling of admin and management staff	Focus group. Key Informant Interviews	Thematic analysis
How could Rusangu University embrace these to enhance its visibility and boost its image?	To develop a Framework of actions that could be used to enhance the visibility and boost the image of Rusangu University using social media. to enhance its visibility and image.			

Table 3.1 – Research Design Matrix

3.2 Research Design

This study was undertaken using mixed methods (qualitative and quantitative), employing case-study design. Sammut-Bonnici, Tanya & McGee, John. (2015) refers to a case study as a research method that involves the documented history and comprehensive analysis of a situation concerning subjects such as industries, organizations, and markets.

Its aim is to give a detailed description of a case study – its definition, some classifications, and several advantages and disadvantages – to provide a better understanding of this widely used type of qualitative approach. (Rebolj, A. Biba PY (2013)

3.3 Research Hypothesis

The study was guided by the following hypotheses:

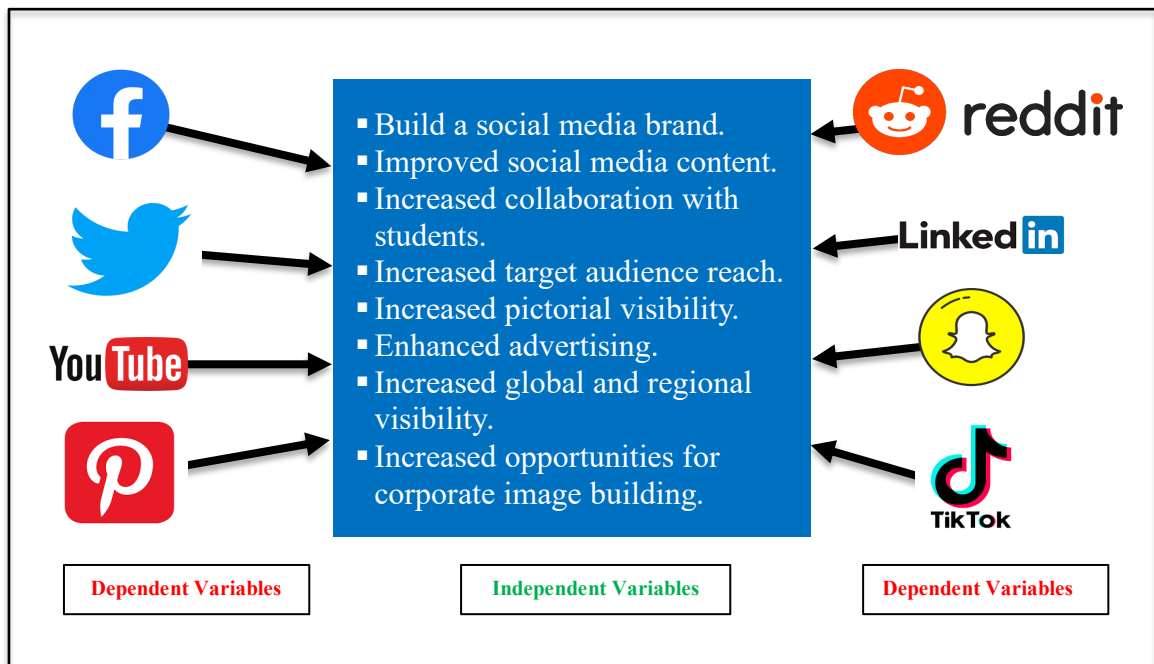
H₀ – There is statistically no significant difference between the social media sites currently being used by universities around the globe and the social media sites that could be used by Rusangu University.

H₁ - There is statistically significant difference between the social media sites currently being used by Rusangu University and the social media sites that the university could otherwise make use of.

3.4 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reicheland Ramney, 2013). A conceptual framework should assist a researcher to organize his/her thinking and complete an investigation successfully (Kombo Tromp, 2011). The conceptual framework of this study depicts the relationship between the independent and dependent variables. Figure 3.4 provides a diagrammatic representation of the constructs that make up the conceptual framework of this study.

Figure 3.4: Conceptual Framework



The Conceptual Framework thus highlights the different social media platforms as dependent variables and points how their use influences institutional change in as far as the visibility and corporate image of Rusangu University is concerned.

Thus, it is summarised that the use of different social media platforms builds a strong social media brand, leads to improved social media content, increased collaboration with students, increased target audience reach, increased pictorial visibility, enhanced advertising, increased global and regional visibility, increased opportunities for corporate image building, and much more. These are the independent variables or end results of social media interventions.

3.5 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence (Kombo & Tromp, 2010).

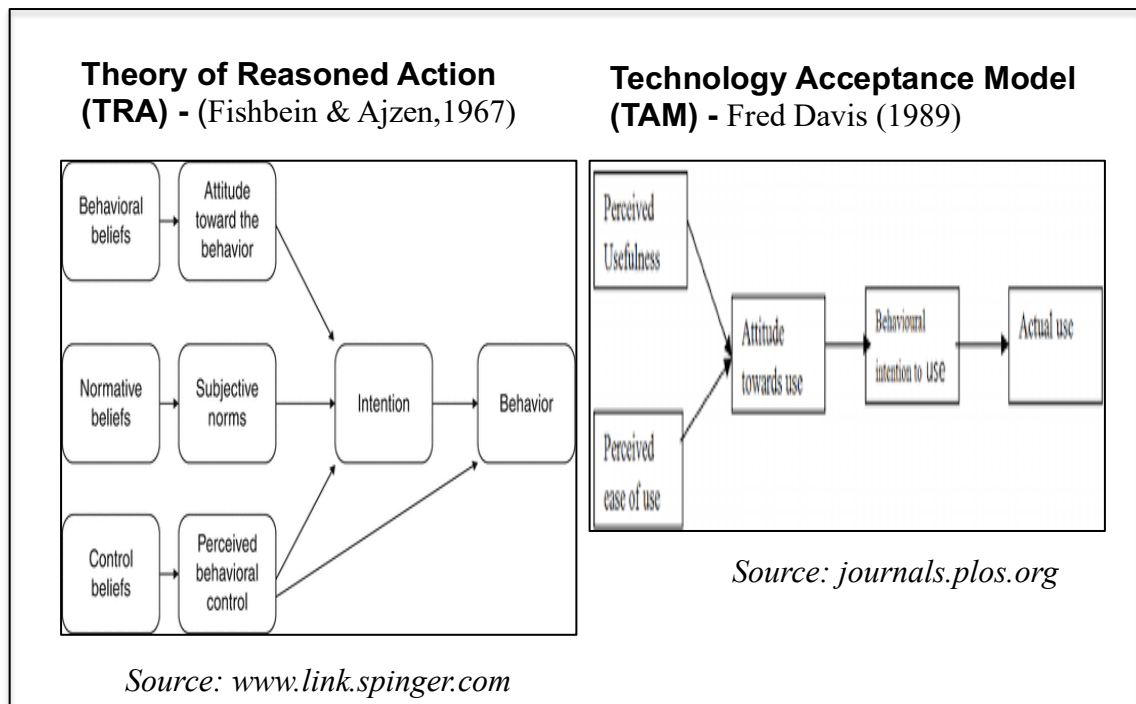
This theoretical framework is drawn using the TAM theory in mind. The TAM or Technology Acceptance Model in full is an information systems (IS) research model, which the technology acceptance model proposes that perceived ease of use and perceived usefulness predict the acceptance of information technology. Since its inception, the model has been tested with various applications in tens of studies and has become the most widely applied model of user acceptance and usage.

This model used TRA as a theoretical basis for specifying the causal linkages between two key beliefs: perceived usefulness and perceived ease of use and users' attitudes, intentions and actual computer usage behaviour. In this study, the evidence provided is clear that use of different social media platforms has added advantages over use of a single social media

platform. However, Rusangu University social media administrators view Facebook as a more user-friendly platform.

Behavioural intention is jointly determined by attitude and perceived usefulness. Attitude is determined by perceived usefulness (PU) and perceived ease of use (PEOU) (Davis, Bagozzi & Warshaw 1989). While both independent constructs have positive impacts on the dependent construct, PE also has a positive impact on PU. (Ho, Chun Yu and Lai, 2010).

Figure 3.5: Theoretical Framework



The following reasons informed the use of the Theory of Reasoned Action (TRA):

- 1) The perception that social media sites are geographically inclined.
- 2) The perception that users have a positive attitude towards Facebook rather than any other social media platforms.
- 3) The belief that not all social media sites have adequate traffic to warrant their use.

The following reason primarily informed the use of the Technology Acceptance Model (TAM)

- 1) RU social media administrators: perception that Facebook is a user friendly and widely accepted social media platform.

3.6 Research Context

This research study was conducted at Rusangu University with questionnaire responses drawn from the main campus in Monze and two other satellite campuses, namely, Lusaka and Kitwe campuses. Rusangu University is a faith-based institution which was established in the year 2003.

3.7 Population of the Study

A population is a distinct group of individuals, whether that group comprises a nation or a group of people with a common characteristic. (Momoh and Scott, 2021)

The population of the study, which encompassing both internal and external stakeholders of Rusangu University was 4000. The population for this study comprised of the university

faculty, staff, and students as internal stakeholders as well as the parents/guardians, alumni, and prospective students as external stakeholders.

3.8 Sample and Sampling Techniques

According to Momoh and Scott (2021) a sample is a random selection of members of a population. It is a smaller group drawn from the population that has the characteristics of the entire population. The observations and conclusions made against the sample data are attributed to the population as a whole.

Sampling technique is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Ordho & Kombo, 2002). According to Sidhu (2006), it is the process of selecting sample from the population. However, many researchers agree that this approach has a major risk, that the sample may not be an accurate mirror of the population. Fortunately, there are two ways of reducing this risk. One way is to use probability sampling and the other is non-probability sampling technique. In probability sampling technique, samples are obtained from a population by following a precise procedure and every person in the population must have an equal chance of being chosen for the study.

The sample size for this study was 800 which is 20 percent of the population. The research employed a combination of convenience and stratified random sampling techniques. Convenience sampling is a method adopted by researchers where they collect market

research data from a conveniently available pool of respondents. According to Saunders, M., Lewis, P. & Thornhill, A. (2012), Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study. In this case, the researcher had access to conveniently accessible respondents at the same workplace who included students, staff, alumni, and parents.

On the other hand, Stratified Random Sampling is a sampling method in which a population group is divided into one or many distinct units also referred to as strata which is based on shared behaviours. Kombo and Tromp (2010) states that stratified random sampling involves dividing the study population into homogenous subgroups and then taking a simple random sample in subgroup.

These different strata were students, staff, alumni, prospective students, and parents/guardians.

Information (names, contact details and addresses) for the current students, alumni and parents/guardians was accessed from established university records. The lists were printed out and names of the randomly selected to form the sample. For the prospective students without any records on campus, the names were picked from Facebook and Admissions log sheet. They were prepared and printed in list form and randomly selected.

3.9 Data Collection Techniques

The following instruments were used to collect the required data for the study:

3.9.1 Questionnaire

Young (2015) defines a questionnaire as a text-based instrument that gives survey participants a series of questions to answer or statements to respond to either by indicating a response - by marking a page or, writing a number or checking a box on paper or online.

Young (2015) further states that questionnaires are among the most popular methods of data collection in social science, and he further added that this data collection technique is also among the most misused.

It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied. Young, Tony. (2015)

In this study, the questionnaire was used to collect qualitative and quantitative data from the respondents pertaining to social media use. The reliability of the questionnaire was established by calculating the Cronbach's Alpha. The alpha value was 0.832, which indicated that the questionnaire was both reliable and valid.

Table 3.9.1: Case Processing Summary

Case Processing Summary			
		N	%
Cases	Valid	784	100.0
	Excluded	0	.0
	Total	784	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 3.9.1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.832	21

A questionnaire was prepared and accessed online using a Google forms link. The link was shared with all respondents via email, Facebook messenger, text message and WhatsApp. The feedback was system recorded in real time.

3.9.2 Key Informant Interviews

Interviews can be defined as a qualitative research technique, which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. The individual interviews will adopt the semi-structured pattern. (Dudovskiy, 2018). For purposes of this study, the in-depth interviews were conducted on the social media administrators.

Dudovskiy, 2018 explains that semi-structured interviews contain the components of both, structured and unstructured interviews. In semi-structured interviews, interviewer prepares a set of same questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify and/or further expand certain issues.

3.9.3 Focus Groups

Focus groups are unstructured interviews with small groups of people who interact with each other and the group leader. They have the advantage of making use of group dynamics to stimulate discussion, gain insights and generate ideas to pursue a topic in greater depth.

The Economic Times (2021) defines a focus group as a small set of six to ten people who usually share common characteristics such as age, background, geography, etc.

It is useful in analysing a topic or getting an opinion on a predetermined topic for research. The information collected is used in making refinements to the product. With the help of focus groups, a company can collect information pertaining to what different groups or a set of people feel about a particular topic or a product. (The Economic Times, 2021).

Keeping the guidelines in mind, the researcher formed focus groups of ten (10) members from the sample of the study. The focus group discussions lasted for

approximately 20 to 30 minutes. Data pertaining to the social media sites was collected. The data collected from the focus groups discussions was then carefully recorded and narrated in detailed description.

The researcher had six Focus Group Discussions, each comprising of 10 respondents. This data collection technique was only used on students and staff.

A pilot study was conducted to establish the reliability and validity of the research instruments.

3.10 Data Collection Procedures

In research, the term ‘data collection’ refers to gathering specific information aimed at proving or refuting some facts (Komboand Tromp, 2010). Regarding this study, data concerning the use of social media at Rusangu University was collected, seeking all the necessary authorizations and permission from the relevant authorities.

3.11 Data Analysis

Data analysis is defined as a process of cleaning, transforming, and modelling data to discover useful information for business decision-making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis. (Mohaiminul, 2020).

The researcher utilized both quantitative and qualitative techniques to analyse the data that was collected in this study. Data was analysed using thematic analysis approach. Braun and Clarke (2006) define thematic analysis as: a method for identifying, analysing, and reporting patterns within data. The data was also analysed using Univariate and bivariate analysis approach. Univariate analysis is the form of data analysis where the data being analysed contains only one variable. Since it is a single variable the main purpose of univariate analysis is to describe the data and find patterns that exist within it. On the other hand, Bivariate analysis is used to find out if there is a relationship between two different variables.

3.12 Ethical Issues

This research ensured a high level of quality and integrity at all levels of the research, the researcher had to seek informed consent, the researcher respected the confidentiality and anonymity of the research respondents, the researcher ensured that the participants voluntarily participate in the study, the researcher avoided any form physical or psychological harm to the participants and finally, the researcher showed that the research was independent and impartial. Last but not the least, the researcher sought for ethical clearance from the University of Zambia which was granted on time.

A copy of the ethical clearance letter is shared under appendices.

3.13 Time Scale

Pilot Study: The researchers prepared the questionnaire and conduct a pilot study to assess the effectiveness and practicality of the research questions. This enabled the researcher to establish the reliability and validity of the instruments.

Accessibility of questionnaire: At this stage, the researcher prepared the online questionnaire accessible to the respondents via Messenger, WhatsApp, text message and email.

Compilation and analysis of data: The gathered data was compiled and analysed between week 1 and 2 of January 2021.

CHAPTER FOUR:

FINDINGS

4.1 Chapter Introduction

This chapter outlines the findings on the topic, ‘Enhancing the visibility and corporate image of Rusangu University through the utilisation of social media sites. The research utilized primary data which was collected using an e-Questionnaire which attracted 785 respondents. Six Focus Group Discussion groups, each comprising of 10 participants were also organized.

The results are presented in the form of tables and figures in four sections, namely:

- a) Actual number of respondents for each category.
- b) The gender distribution of respondents.
- c) The age breakdowns of the respondents.
- d) The top-rated global-social media sites that Rusangu University could embrace.
- e) The most ideal social media sites that Rusangu University can utilize in a quest to increase its visibility.

4.2 Respondent Category

Table 4.2: Respondent Category

Respondent Category	Frequency	Percent
Student	544	69.3%
Prospective Student	43	5.5%
Alumnus	99	12.6%
Parent/Guardian/Friend of Rusangu	64	8.2%
Staff	23	2.9%
University Social media Admin	6	0.8%
Faculty	6	0.8%
Total	785	100.0%

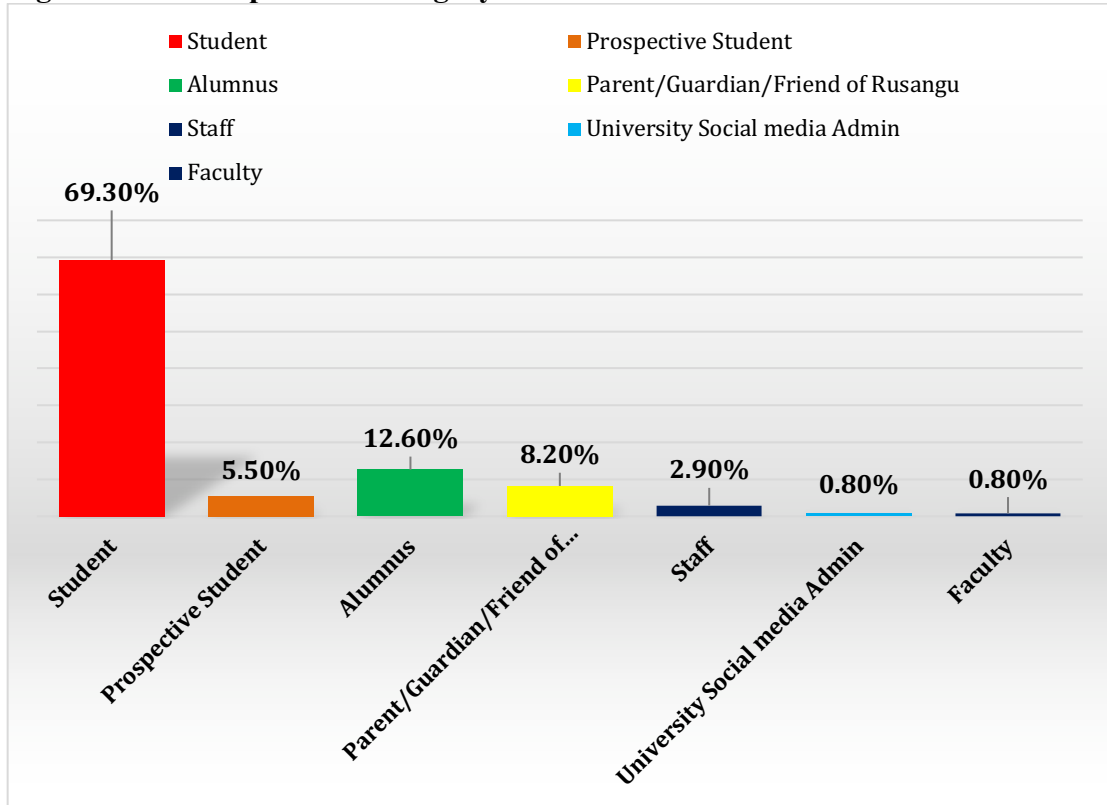
Source: (Author field data, 2020)

Table 4.2 presents a breakdown of the different Respondents’ Categories, i.e., Students, Prospective Students, Alumnus Parent/Guardian/Friend of Rusangu, Staff, University Social media Admin and Faculty.

From the results of this research presented in Table 4.2, 544 out of 785 respondents identified themselves as ‘Students’ which accounts for 69.3 percent of the total respondents. 99 out of 785 respondents identified themselves as ‘Alumnus’ which represents 12.6 percent. 64 out of 785 respondents identified themselves as ‘Parent/Guardian/Friend of Rusangu’ which represents 8.2 percent. 43 out of 785 respondents identified themselves as ‘Prospective Students’ which represents 5.5 percent. 23 out of 785 respondents identified themselves as ‘Staff’ representing 2.9 percent. 6 out of 785 respondents identified themselves as ‘University Social Media Admins’ which represents 0.8 percent and lastly, 6 out of 785 respondents identified themselves as ‘Faculty’ which accounts for 0.8 percent of the total respondents.

Generally, the research was fairly represented from various sets of respondents as clearly shown in Figure 4.2 and Table 4.2.

Figure 4.2: Respondent Category



Source: (Author field data, 2020).

4.3 Gender of Respondents

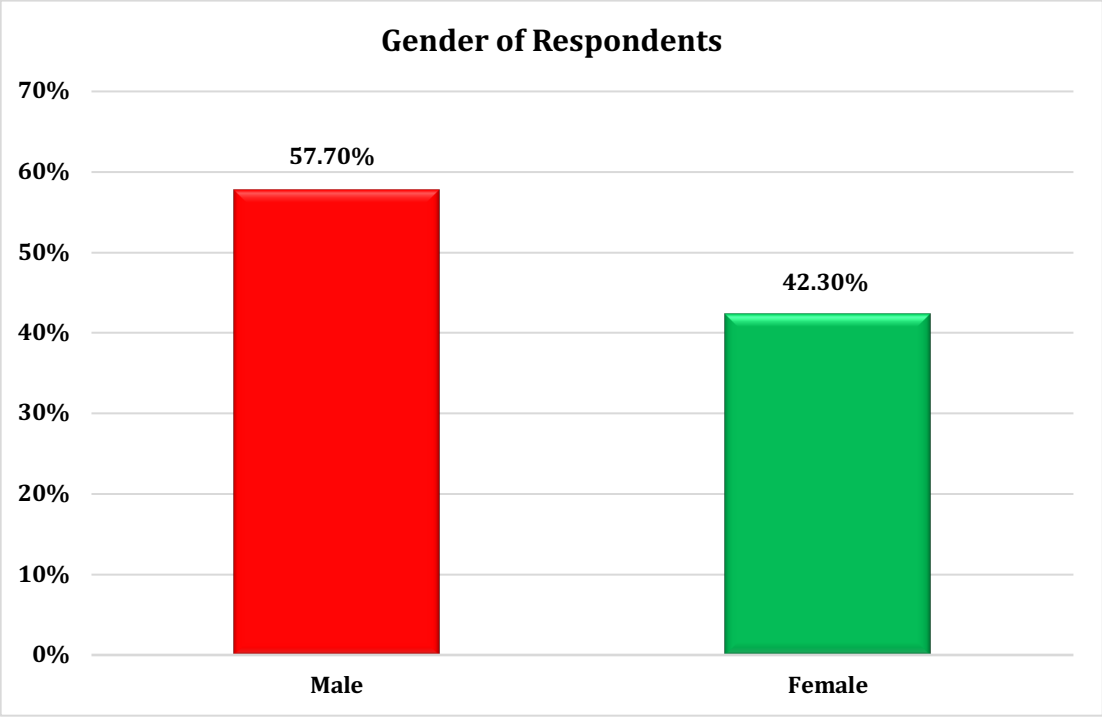
Table 4.3: Gender of respondents

Table 4.3: Gender of respondents			
		Frequency	Percent
Valid	Male	453	57.7
	Female	332	42.3
	Total	785	100.0

Source: (Author field data, 2020)

Table 4.3 presents the gender share of respondents that participated in the research. Out of a total of 785 respondents, 453 were male representing 57.7 percent while 332 respondents were females representing 42.3 percent of the sample. Generally, the research was fairly represented by both male and female respondents as can be seen in Figure 4.3 below.

Figure 4.3: Gender of Respondents



Source: (Author field data, 2020).

4.4 Age of Respondents

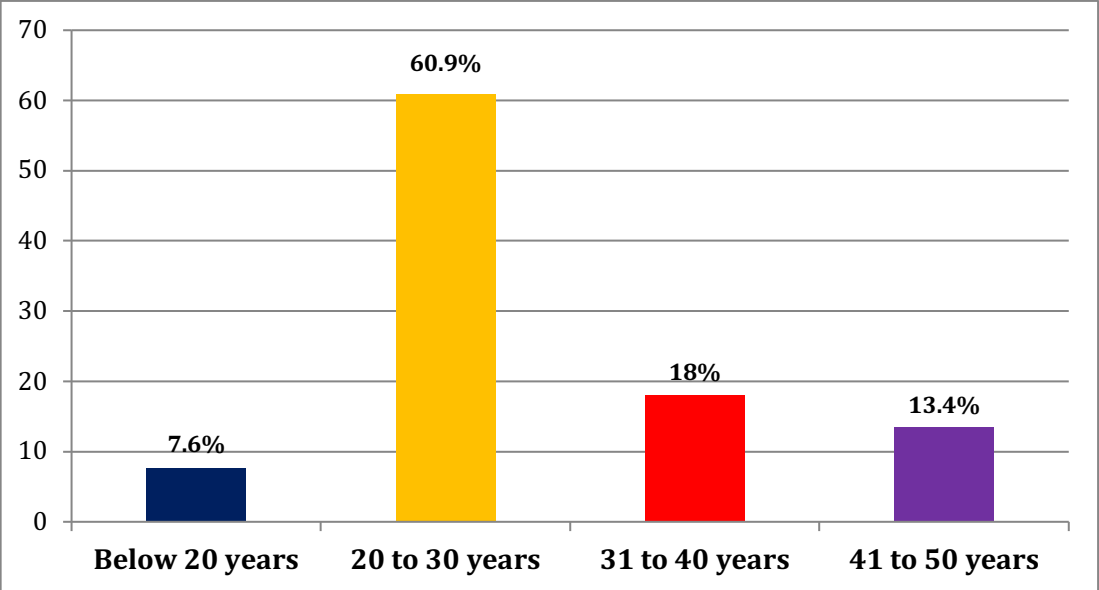
Table 4.4: Age of Respondents

Table 4.4: Age of Respondents			
		Frequency	Percent
Valid	Below 20 years	60	7.6
	20 to 30 years	478	60.9
	31 to 40 years	141	18.0
	41 to 50 years	105	13.4
	Total	785	100.0

Source: (Author field data, 2020)

Table 4.4 shows the age share of respondents. From the results of the research, 478, being the majority of the respondents translating into 60.9 percent were aged between 20 and 30 years, 141 of the respondents were aged between 31- and 40-years representing 18 percent, 105 of the respondents were aged between 41- and 50-years representing 13.4 percent and 60 of the respondents were aged below 20 years representing 7.6 percent.

Figure 4.4: Age of Respondents



Source: (Author field data, 2020).

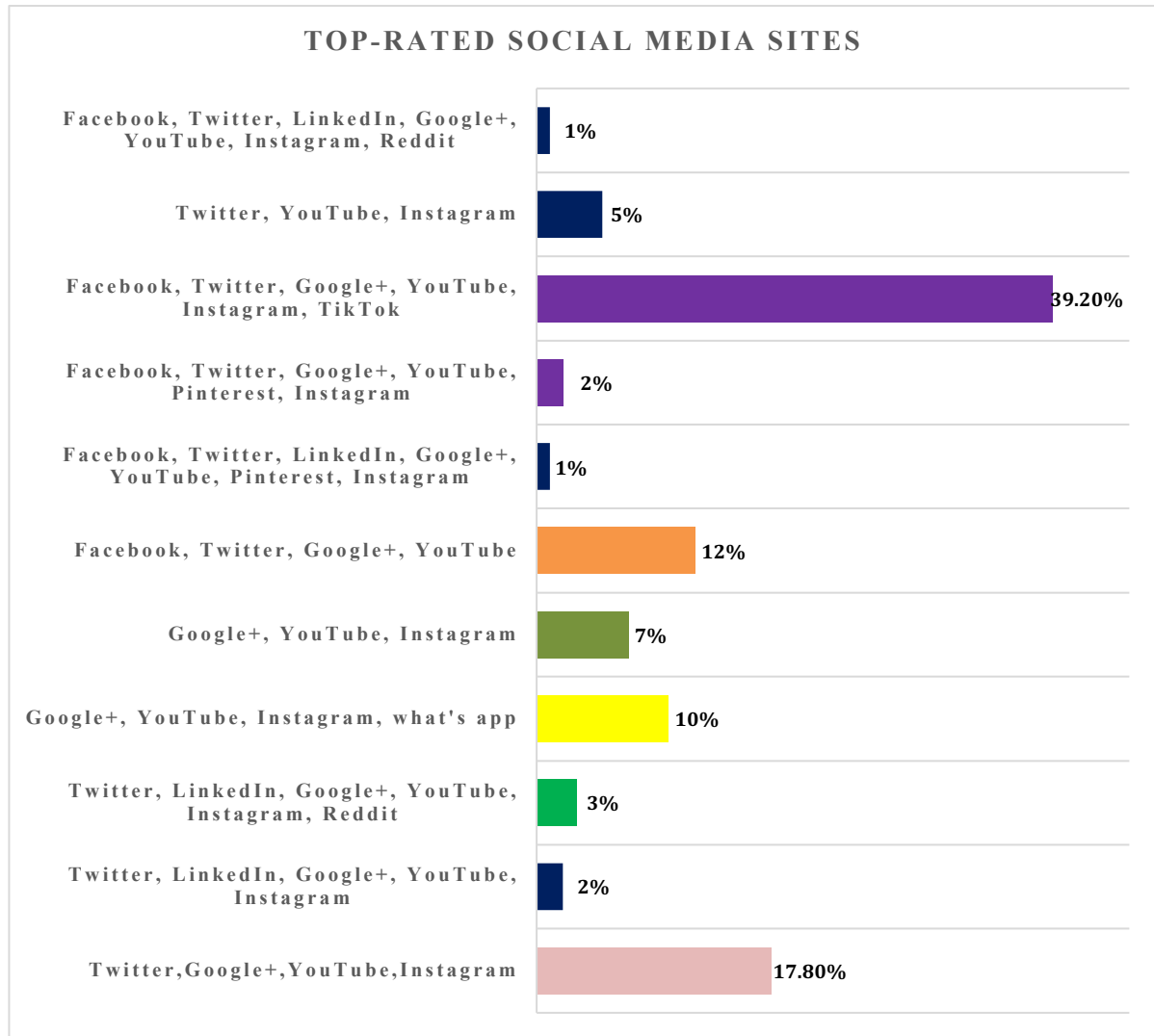
4.5 Top-rated social media sites globally apart from Facebook that RU could embrace.

In establishing the Top-rated global social media sites that Rusangu university could embrace apart from Facebook, respondents selected the social media sites and grouped them in different categories. Majority or 39.20 percent of the respondents indicated (Facebook, Twitter, Google+, YouTube, Instagram and TikTok). This was followed by those who indicated (Twitter, Google+, YouTube, Instagram) representing 17.80 percent of the respondents and this was followed by 12 percent of the respondents who indicated (Facebook, Twitter, Google+, YouTube).

A category of 10 percent of the respondents indicated (Google+, YouTube, Instagram, WhatsApp). This was followed by 7 percent of the respondents who indicated (Google+, YouTube, Instagram), this was followed by 5 percent of the respondents who indicated (Twitter, YouTube, Instagram), and 3 percent of the respondents indicated (Twitter, LinkedIn, Google+, YouTube, Instagram, Reddit).

This was followed 2 percent of the respondents that indicated (Twitter, LinkedIn, Google+, YouTube, Instagram), another 2 percent of the respondents indicated (Facebook, Twitter, Google+, YouTube, Pinterest, Instagram), this was followed by 1 percent of the respondents that indicated (Facebook, Twitter, LinkedIn, Google+, YouTube, Pinterest, Instagram) and another 1 percent of the respondents indicated Facebook, Twitter, LinkedIn, Google+, YouTube, Instagram, Reddit)

Figure 4.5: Top-rated social media sites globally apart from Facebook, Rusangu University could embrace.



Source: (Author field data, 2020).

4.6 Ideal Social Media Sites

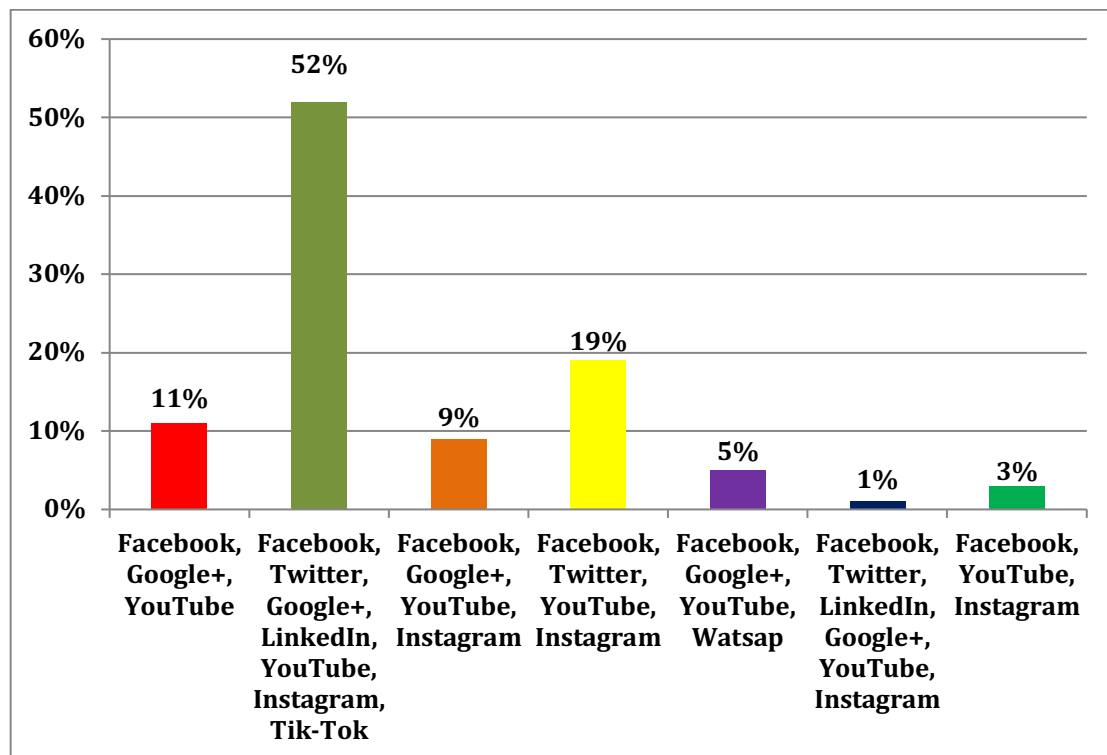
4.6 lists social media sites that could be MOST IDEAL for Rusangu University in its quest to increase its visibility.

Identifying the most ideal social media sites for Rusangu University in its quest to increase its visibility was the core purpose of this study. Majority of the respondents translating into

52 percent of the respondents indicated (Facebook, Twitter, Google+, YouTube, LinkedIn, Instagram, TikTok). This was followed by 19 percent of the respondents that indicated (Facebook, Twitter, YouTube, Instagram), and this was followed by 11 percent of the respondents that indicated (Facebook, Google+, YouTube).

Another category of respondents - 9 percent indicated (Facebook, Google+, YouTube, Instagram), this was followed by 5 percent of the respondents that indicated (Facebook, Google+, YouTube, WhatsApp), this was further followed by 3 percent of the respondents that indicated (Facebook, YouTube, Instagram) and finally 1 percent of the respondents indicated (Facebook, Twitter, LinkedIn, Google+, YouTube, Instagram).

Figure 4.6: Social media sites listed could be MOST IDEAL for Rusangu University in its quest to increase its visibility.



Source: (Author field data, 2020).

4.7 Quantitative Data Analysis

This section presents the T-test statistics for the variable of the *social media that could be used*, and the *social media deemed ideal for Rusangu University to be used* to increase the visibility and boost the corporate image of Rusangu University using a framework of actions.

Table 4.7.1: Ideal Vs Available Social media platforms (Facebook)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could (available) use Facebook	784	1.17	.378	.013
Facebook is ideal for RU	784	1.18	.383	.014

Table 4.1 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use Facebook*' to boost visibility and institutional image was 1.17, while the mean of the proposition that '*Facebook is ideal for Rusangu*' to boost visibility and institutional image was 1.18. The standard deviation of the proposition that '*Rusangu could use Facebook*' to boost visibility and institutional image was 0.378, while the standard deviation of the proposition that '*Facebook is ideal for Rusangu*' to boost visibility and institutional image was 0.383. The standard error mean of the proposition that '*Rusangu could use Facebook*' to boost visibility and institutional image was 0.013, while the standard error mean of the proposition that '*Facebook is ideal for Rusangu*' to boost visibility and institutional image was 0.014.

Table 4.7.2: Ideal Vs Available Social media platforms (Facebook)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use Facebook	86.877	783	.000	1.172	1.15	1.20
Facebook is ideal for RU	86.108	783	.000	1.179	1.15	1.21

Table 4.2 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *Facebook* is an ideal social media platform which RU can continue using in its quest to increase its visibility and boost the institutional image.

Table 4.7.3: Ideal Vs Available Social media platforms (Twitter)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use Twitter	784	1.61	.488	.017
Twitter is ideal for RU	784	1.70	.460	.016

Table 4.3 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use Twitter*' to boost international visibility and institutional image was 1.61, while the mean of the proposition that '*Twitter is ideal for Rusangu*' to boost international visibility and institutional image was 1.70. The standard deviation of the proposition that '*Rusangu could use Twitter*' to boost international visibility and institutional image was 0.488, while the standard deviation of the proposition that '*Twitter is ideal for Rusangu*' to boost international visibility and institutional image was 0.460. The standard error mean of the proposition that '*Rusangu could use Twitter*' to boost international visibility and institutional image was 0.017, while the standard error mean of the proposition that '*Twitter is ideal for Rusangu*' to boost international visibility and institutional image was 0.016.

Table 4.7.4: Ideal Vs Available Social media platforms (Twitter)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use Twitter	92.463	783	.000	1.611	1.58	1.65
Twitter is ideal for RU	103.441	783	.000	1.698	1.67	1.73

Table 4.4 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *Twitter* is also an ideal social media platform, which RU can embrace in its quest to increase its local and international visibility and boost its image.

Table 4.7.5: Ideal Vs Available Social media platforms (LinkedIn)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use LinkedIn	784	1.66	.473	.017
LinkedIn is ideal for RU	784	1.63	.483	.017

Table 4.5 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use LinkedIn*' to boost international visibility and institutional image was 1.66, while the mean of the proposition that '*LinkedIn is ideal for Rusangu*' to boost international visibility and institutional image was 1.63. The standard deviation of the proposition that '*Rusangu could use LinkedIn*' to boost international visibility and institutional image was 0.473, while the standard deviation of the proposition that '*LinkedIn is ideal for Rusangu*' to boost international visibility and institutional image was 0.483. The standard error mean of both the propositions that '*Rusangu could use LinkedIn*' and '*LinkedIn is ideal for Rusangu*' to boost international visibility and institutional image was 0.017.

Table 4.7.6: Ideal Vs Available Social media platforms (LinkedIn)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use LinkedIn	98.315	784	.000	1.662	1.63	1.70
LinkedIn is ideal for RU	94.624	784	.000	1.631	1.60	1.67

Table 4.6 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *LinkedIn* is also an ideal social media platform, which RU can embrace in its quest to increase its local and international visibility and boost its image.

Table 4.7.7: Ideal Vs Available Social media platforms (GooglePlus)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use Google Plus	784	1.57	.495	.018
Google Plus is ideal for RU	784	1.52	.500	.018

Table 4.7 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use GooglePlus*' to boost international visibility and institutional image was 1.57, while the mean of the proposition that '*GooglePlus is ideal for Rusangu*' to boost international visibility and institutional image was 1.52. The standard deviation of the proposition that '*Rusangu could use GooglePlus*' to boost international visibility and institutional image was 0.495, while the standard deviation of the proposition that '*GooglePlus is ideal for Rusangu*' to boost international visibility and institutional image was 0.500. The standard error mean of both the propositions that '*Rusangu could use GooglePlus*' and '*GooglePlus is ideal for Rusangu*' to boost international visibility and institutional image was 0.018.

Table 4.7.8: Ideal Vs Available Social media platforms (GooglePlus)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use Google Plus	88.961	783	.000	1.573	1.54	1.61
GooglePlus is ideal for RU	84.843	783	.000	1.515	1.48	1.55

Table 4.8 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *GooglePlus* is also an ideal social media platform, which RU can embrace in its quest to increase its local and international visibility and boost its image.

Table 4.7.9: Ideal Vs Available Social media platforms (YouTube)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use YouTube	784	1.45	.498	.018
YouTube is ideal for RU	784	1.53	.499	.018

Table 4.9 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use YouTube*' to boost international visibility and institutional image was 1.45, while the mean of the proposition that '*YouTube is ideal for Rusangu*' to boost international visibility and institutional image was 1.53. The standard deviation of the proposition that '*Rusangu could use YouTube*' to boost international visibility and institutional image was 0.498, while the standard deviation of the proposition that '*YouTube is ideal for Rusangu*' to boost international visibility and institutional image was 0.499. The standard error mean of both the propositions that '*Rusangu could use YouTube*' and '*YouTube is ideal for Rusangu*' to boost international visibility and institutional image was 0.018.

Table 4.7.10: Ideal Vs Available Social media platforms (YouTube)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use YouTube	81.618	783	.000	1.452	1.42	1.49
YouTube is ideal for RU	85.906	783	.000	1.532	1.50	1.57

Table 4.10 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *YouTube* is also an ideal social media platform, which RU can embrace in its quest to increase its local and international visibility and boost its image.

Table 4.7.11: Ideal Vs Available Social media platforms (Pinterest)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use Pinterest	784	1.92	.264	.009
Pinterest is ideal for RU	784	1.94	.242	.009

Table 4.11 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that '*Rusangu could use Pinterest*' to boost international visibility and institutional image was 1.92, while the mean of the proposition that '*Pinterest is ideal for Rusangu*' to boost international visibility and institutional image was 1.94. The standard deviation of the proposition that '*Rusangu could use Pinterest*' to boost international visibility and institutional image was 0.264, while the standard deviation of the proposition that '*Pinterest is ideal for Rusangu*' to boost international visibility and institutional image was 0.242. The standard error mean of both the propositions that '*Rusangu could use Pinterest*' and '*Pinterest is ideal for Rusangu*' to boost international visibility and institutional image was 0.009.

Table 4.7.12: Ideal Vs Available Social media platforms (Pinterest)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use Pinterest	204.162	783	.000	1.925	1.91	1.94
Pinterest is ideal for RU	223.974	783	.000	1.938	1.92	1.95

Table 4.12 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *Pinterest* is not an ideal social media platform in the university’s quest to increase its local and international visibility and boost its image.

Table 4.7.13: Ideal Vs Available Social media platforms (Instagram)

Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
RU could use Instagram	784	1.70	.458	.016
Instagram is ideal for RU	784	1.77	.418	.015

Table 4.13 presents the descriptive statistics conducted on the responses of 784 participants revealed that mean score of the proposition that ‘*Rusangu could use Instagram*’ to boost international visibility and institutional image was 1.70, while the mean of the proposition that ‘*Instagram is ideal for Rusangu*’ to boost international visibility and institutional image was 1.77. The standard deviation of the proposition that ‘*Rusangu could use Instagram*’ to boost international visibility and institutional image was 0.458, while the standard deviation of the proposition that ‘*Instagram is ideal for Rusangu*’ to boost international visibility and institutional image was 0.418. The standard error mean of the proposition that ‘*Rusangu could use Instagram*’ to boost international visibility and institutional image was 0.016, while the standard error mean of the proposition that ‘*Instagram is ideal for Rusangu*’ to boost international visibility and institutional image was 0.015.

Table 4.7.14: Ideal Vs Available Social media platforms (Instagram)

One Sample T-Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RU could use Instagram	103.846	783	.000	1.700	1.67	1.73
Instagram is ideal for RU	118.748	783	.000	1.774	1.74	1.80

Table 4.14 presents the results of one sampled T-test done on the responses of 784 participants of the study revealed that *Instagram* is also an ideal social media platform, which RU can embrace in its quest to increase its local and international visibility and boost its image.

4.8 Responses from focus groups discussions

4.8.1 Social media sites used by Rusangu University to advertise

In this study it was important to establish the participants' understanding of the social media sites used by Rusangu University to advertise and engage with the public. Many participants in the focus discussion groups cited the following social media sites (*presented in order of importance*) as the ones currently used by Rusangu University:

- a) Facebook
- b) Twitter
- c) YouTube
- d) Instagram
- e) Google+

4.8.2 Common Social media sites available

Establishing the most common social media platforms, from which Rusangu University can tap into and utilize in its quest to maximize its visibility was important. The focus discussion groups thus identified the following social media sites:

- a. Facebook
- b. Twitter
- c. LinkedIn
- d. Google+
- e. YouTube
- f. Pinterest

- g. Instagram
- h. MySpace
- i. Reddit
- j. Snap Chat
- k. WeChat
- l. TikTok

4.8.3 Most ideal social media sites Rusangu University can utilize.

Rusangu University, being an international institution of higher learning, which attracts both local and foreign students, using social media sites which are not only common in Zambia but also those common on the international market is of paramount importance.

The participants engaged during the discussions identified the following social media sites and stated how they are normally used:

- a) Facebook: Fastest means of advertising.
- b) LinkedIn: For professional interaction between working or business professionals.
- c) Instagram: The beauty of the university can be shared through videos and pictures on Instagram.
- d) YouTube: Most people usually watch numerous YouTube videos and advertisements that timely appear within the videos.
- e) Twitter - good for overseas business in terms of news and has unlimited coverage.

- f) TikTok: Currently the most trending social media site. Because of its short video content, it would be ideal for Rusangu University in reaching out to the youthful audience mainly aged between 18 and 24.
- g) Google+: Increased online visibility and traffic to the website, increased authority, brand recognition, broader content distribution and longer content lifespan.

4.8.4 How the university can effectively use these identified sites.

- a) Improving the text, video, and picture content so that it is not only precise and captivating but also provide the much-desired information that appeals to the different targeted groups.
- b) Rusangu University should use the social media sites to tell the university stories and focus on building the social brand.
- c) Rusangu University consider a variety of interactive activities that catch the attention of the youthful audience on social media.
- d) Rusangu University should Market the institution through social media sites such as TikTok and Instagram which are currently the most widely used by the youthful target audience.
- e) Rusangu University should collaborate with influential students who can be blogging about the different academic and extracurricular activities.
- f) Rusangu University should be advertising on YouTube which has wide global viewership and audience segmentation capability.
- g) Rusangu University should use Instagram to share images on sport activities and other recreational undertakings that are available on its three campuses.

h) Rusangu University should use Twitter to reach out to parents and guardians who are mainly in the elite class of social media users.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Chapter Introduction

This chapter presents the discussion and conclusion on the study that was aimed at developing a framework of actions that Rusangu University could adopt in the utilization of social media to enhance its visibility and boost its image. This chapter also presents research and practice implications on the subject matter.

a) Background

This study was conducted to develop a framework of actions that could be used to enhance the visibility and boost the image of Rusangu University through the use of social media. To identify social media sites that would enhance Rusangu University's visibility and boost its image, the study targeted various respondents to have an in-depth view on the subject matter. From the results, it was revealed that majority of respondents (544) were students representing 69.3 percent of the respondents, 99 of the respondents were alumnus representing 12.6 percent, 64 of the respondents were Parents/Guardians/Friends of Rusangu University representing 8.2 percent. 43 of the respondents were prospective students representing 5.5 percent, 23 of the respondents were staff from representing 2.9 percent, 6 of the respondents were from social media administrators representing 0.8 percent and another 6 of the respondents indicated being faculty, representing 0.8 percent.

b) Restating the result

The findings showed that generally, the research was fairly represented from various set of respondents who had different views on the subject matter.

Furthermore, the views of the students, Parents/Guardians/Friends of Rusangu University, prospective students, the University social media Admin team, the alumnus and faculty were important in identifying the most ideal social media sites that can enhance Rusangu University's visibility and boost its image.

c) Indicating an unexpected outcome

Majority of the respondents 453 were male representing 57.7 percent and 332 respondents were females representing 42.3 percent. Generally, the study was fairly represented by both male and female respondents. The study relied on both the views of male and female respondents because some social media sites such as TikTok are predominantly female dominated.

The minimum age of respondents in this study was 20 years old and the maximum was 50 years old. From the results collected, 478 (majority) of the respondents representing 60.9 percent were between 20 - 30 years old. The study had more respondents between 20 – 30 years because most of the people who participated in the study were students. According to social media statistics, this is the most active age group on social media, globally.

Establishing the Top-rated social media sites globally apart from Facebook, which Rusangu University could embrace was important to this study; respondents selected the social media sites and grouped them in different categories. In this study it was important to establish the social media sites used by Rusangu University to advertise and engage the public.

d) Comparing the result: supporting previous findings

Most participants in the focus discussion groups identified the following social media sites being used by Rusangu University in order of importance.

- a) Facebook: this is the most used social media site by Rusangu University.
- b) Twitter: this social media site is seldomly used by Rusangu University.
- c) YouTube: this social media site is hardly utilized by Rusangu University.
- d) Instagram: was non-existent.
- e) Google+: this social media site does exist but is not active.

The order presented is in sync with Drem Grow tabulation of the most popular social media sites and stated in the literature review.

From the results it was revealed that the majority 39.20 percent of the respondents indicated (Facebook, Twitter, Google+, YouTube, Instagram and TikTok) as some of the most common social media sites trending in Zambia and the region. This was followed by those who indicated (Twitter, Google+, YouTube, and Instagram) representing 17.80 percent of the respondents and another group representing 12 percent of the respondents who indicated (Facebook, Twitter, Google+, YouTube).

A category of 10 percent of the respondents indicated (Google+, YouTube, Instagram, what's app), this was then followed by 7 percent of the respondents who indicated (Google+, YouTube, Instagram), another group of 5 percent of the respondents indicated (Twitter, YouTube, Instagram), and 3 percent of the respondents indicated (Twitter, LinkedIn, Google+, YouTube, Instagram, Reddit).

This was followed 2 percent of the respondents that indicated (Twitter, LinkedIn, Google+, YouTube, Instagram), another 2 percent of the respondents indicated (Facebook, Twitter, Google+, YouTube, Pinterest, Instagram), this was followed by 1 percent of the respondents that indicated (Facebook, Twitter, LinkedIn, Google+, YouTube, Pinterest, Instagram) and another 1 percent of the respondents indicated Facebook, Twitter, LinkedIn, Google+, YouTube, Instagram, Reddit).

e) Comparing the result: contradicting previous findings

From the findings it was concluded that the respondents felt that (Facebook, Twitter, LinkedIn, Google+, YouTube, Instagram and TikTok) were the most popular and trending social media sites. As such, these would help Rusangu University to effectively reach out to its intended audience and enhance its visibility.

Murton's citation on the power of social media can be linked to the findings in this study. Social media has revolutionized the global way of communicating. Social Networks make it easier for Marketers to reach influential people such as journalists

and consumers who are opinion leaders; social networks provide an opportunity to create a brand community (Murton, 2013).

f) Explaining the findings

Social media in this modern technological era has transformed business operations and selecting the ones that are trending, effective and manageable for an academic institution like Rusangu University is key. At the same time, it is worth noting that not all social media sites have a larger following or would work well for an Adventist institution like Rusangu University whose core values and culture are founded on Christian principles.

From the results, the highest number of respondents felt that Facebook, Twitter, Google+, YouTube, LinkedIn, Instagram and TikTok would be the most ideal social media sites for Rusangu University because of the many advantages that they present among other social media sites. And this was the same view shared by the focus discussion groups regarding the most ideal social media sites for Rusangu University. It was concluded as follows:

- a) Facebook: This social media site was preferred because it is believed to be the fastest and easiest means of marketing the university. Other than that, majority of the target audience (prospective students) as well as current students are already Facebook users, thus making it the most ideal social media site.

- b) LinkedIn: This social media site was preferred for professional interaction with different type of people in the business world. It is believed that this site would also be handy in efforts to reach out to parents/guardians and sponsors.
- c) Instagram: This social media site was selected as it is currently trending and is linked to Facebook. This linkage means that a single post shared on Facebook instantly appears on Instagram too. The beauty of the university can easily be shared through videos and pictures on Instagram which is the main feature of the site.
- d) YouTube: This social media site was another one preferred because most people usually watch YouTube videos so are the advertisement that appear within the videos. It is trusted that the university can take advantage of this benefit with a global reach benefit.
- e) Twitter: This is another preferred social media site which the respondents confidently believe would be most ideal in reaching out to overseas stakeholders such as funders, some foreign students and even some of the students' sponsors.
- f) TikTok: This social media site was also preferred because it is currently the most trending site and mainly used via mobile Apps. Its frequent-video-content sharing capability makes it likable and would be so ideal for sharing Rusangu University campus life in videos.
- g) Google+: This social media site can guarantee increased online visibility and traffic to the University website, increased brand recognition, broader content distribution and longer content lifespan.

Russell, (2017) on reasons universities use social media sites asserted that student recruitment has always been a concern for higher-education institutions. In recent years, several factors have inspired this pressure. Facing increased competition from new online providers, a more sophisticated selection process by students and declining applicant pool. Schools must now actively apply creative tactics to draw students into their hallowed halls. In a research conducted in Kenya, Sagala (2014) found out that the choice of social media platform depended on perceived gain, ease of use and regional presence. Hence, it can be stated that the determinants of choice of social media depends on various user related factors.

g) Advising cautious interpretation of the findings (Limitations)

Therefore, the study concludes that, for Rusangu University which is an international institution of learning which attracts both local and foreign students, it is imperative to use social media sites which are not only common in Zambia but also those popular on the international scene.

In relation to the findings above, the study established how effectively Rusangu University can use these social media and it was revealed that Rusangu University needed to improve text, video and picture content which should mostly be short and interesting but precise enough to give out the information most sought after by the targeted groups. In this study, it was revealed that Rusangu University should use the social media sites to tell different stories and focus on social brands where it can easily interact and answer questions about the institution.

It was further revealed that Rusangu University should be having a lot of interactive activities on social media, market the institution through new social media sites such as TikTok and Instagram which are currently trending among young people, collaborate with influential students who can be blogging about the different university activities and programmes, advertising through YouTube videos and Instagram to post sports activities and other recreational undertakings.

On the flipside, the university will face a challenge in the effective use and management of social media if personnel are not beefed up to embrace and manage additional platforms.

h) Noting implications of the findings and these include research and policy or practice implications.

The most immediate implication for the university is that the University needs to review its policy on the utilisation of social media. The policy should deal with the identification and utilisation of different social media platforms that would be ideal for the University. From the findings, it is very clear that if the University only continues to utilise Facebook, without embracing other trending platforms, its efforts to increase the visibility and enhance the university image will be compromised.

The personnel responsible for the management of different social media platforms should also be beefed up. While this may be a costly venture, the fact that it is an

academic institution also implies that some social media platforms can even be managed by students as part of their practical work. These young students usually understand their peers better and would be better placed to craft messages aimed at increasing university visibility and enhancing of the image.

5.2 Framework of Actions

Framework of actions that could be used to enhance the visibility and boost the image of Rusangu University with social media.

With reference to the findings of the study, the framework is presented as Table 5.2.

The purpose of the study was to develop a framework of actions that could be used to enhance the visibility and boost the image of Rusangu University using social media that could be used as evidence for improvements in informing and attracting potential customers. Given the results, therefore, and the possible areas of improvement are outlined in Table 5.2.

These proposals are made according to the conceptualization by Goldratt (Goldratt, 2000) when dealing with constraints to online platforms use. As such, policy makers as well as managers are required to make generic decisions which must be employed in the thinking process (TP) as they decide to resolve a problem and given the results these are:

- a) Making conceptualisations of what things exist- departure from the norm. This requires identifying what the ideal practices in PAS are and the deviations from them.

- b)** Patterns (how things may work). By patterns, the researcher means how things (may) work. This implies abstractions of socio-pragmatic processes in practices. Pattern descriptions are mainly organized around actions as the central theme.
- c)** Normative criteria (the goodness of things). By normative criteria this means the goodness of things. Practices are social phenomena arranged intentionally and as such they inherently include values (Schatzki, 2001). Normative criteria state explicitly different values associated with practices and actions and artefacts that are comprised within them. There may be many different values associated with practices and usually some are conflicting. There will possibly be several normative criteria in a practical theory, and some may be conflicting. Normative criteria can be used for both evaluation (diagnosis) and design of practices.
- d)** Decide what to change of the things exist- departure from the norm.
- e)** Decide what to change to and how to cause the change.

Based on these three generic decisions, a framework of actions that could be used to address observed operational barriers is as follows (See Table 5.2)

Table 5.2: Framework of actions to enhance the visibility and boost the image of Rusangu.

DOMAIN OF CONSTRAINT	DESCRIPTOR	SOLUTIONS
<p>Limited use of available social media platforms</p>	<p>While most institutions are seen to be using multiple social media platforms, Rusangu University, however, only uses Facebook thus side-lining all other platforms that have potential to increase its visibility and enhance its image.</p>	<p>a) In addition to Facebook, Rusangu university should embrace additional social media platforms, particularly the trending ones which are actively used by its students and prospective students.</p> <p>These are:</p> <ul style="list-style-type: none"> ▪ Instagram ▪ Twitter ▪ LinkedIn ▪ YouTube ▪ TikTok <p>If these are not embraced as additional social media platforms, Rusangu University will continue to have a challenge in its efforts to increase the visibility and improve the image.</p> <p>Basis for the stated solution/s: <i>The study results revealed that the stated social media sites are widely used among the students, prospective students, alumni and parents and guardians.</i></p> <p>Solution/s linkage with available Literature: <i>The literature provided in this study reveals that universities such as Harvard University, University of Georgia, University of Glasgow, and University of Sheffield, on the international scene have embraced Facebook, twitter, LinkedIn, and YouTube (Hodge, E. 2021) while Zambian-based universities such as the University of Zambia, University of Lusaka and Cavendish have also embraced the use of multiple social media platforms such as Twitter, Instagram, and YouTube. UniRank, (2021)</i></p>

<p>Limited social media content</p>	<p>Some of the social media content was not quite appealing to the primary target audience, the students, and prospective students.</p> <p>It was observed that Improving social media content (text, video, and picture content) on the university’s social media platform should be addressed so that it is not only precise and captivating but also provide the much-desired information that appeals to the different targeted groups.</p>	<ul style="list-style-type: none"> a) Collaborate with students to generate appealing content. b) Produce and share videos showcasing student campus life and other activities. <i>Freeman and Chapman, (2021),</i> c) Share campus photos showcasing campus scenery, students’ extracurricular activities and much more. <i>(BestColleges.com, n.d.)</i> d) Craft and share messages that are interactive and engaging to the student. <i>Nations (2019)</i> <p>If the quality of content is not addressed, the university will not effectively increase its visibility or boost its image using social media platforms.</p> <p>The university will also experience unwanted Facebook Unlikes and consequently poor visibility and failure to booth the university’s image.</p> <p>Basis for the stated solution/s: <i>The study results arising from questionnaire responses and Focus Group Discussions revealed that the students find most of the Facebook posts to be too ‘serious. In other words, only aimed at relaying information to them without engaging them in any way.</i></p> <p><i>The current and prospective students are also desirous to watch videos showcasing campus life while some yearn to see photos of the campus scenery so that they have an idea of what kind of a campus they may be going to.</i></p> <p>Solution/s linkage with available Literature: <i>Russell (2017) observes that social media platforms should contain interesting and captivating information that appeals to different target groups.</i></p>
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<p>Lack of YouTube Advertising and use of sponsored posts</p>	<p>YouTube has millions of viewers daily. Adverting through this platform would be ideal in reaching out to those that love watching videos on different subject matters including academic ones.</p> <p>Some of the key advantages of YouTube advertising are cost-effectiveness, YouTube advertising is highly targeted, YouTube advertising with video helps to connect with the audience, YouTube advertising metrics are easy to measure, YouTube advertising provides fast results and YouTube advertising puts an institution in front of billions. (WebFX online, 2021).</p>	<ul style="list-style-type: none"> a) Advertise the university’s student activities on YouTube as this is more appealing to a prospective student than advertising programmes through this platform. b) Showcase the campus scenery through YouTube adverts. c) Showcase lecture sessions on this platform. d) Adoption of sponsored posts system on Facebook, Twitter, LinkedIn, and Instagram. e) Share sponsored updates on strategic alumni involvement. <p>Failure to advertise through this social media channel will result in limited visibility.</p> <p>Failure to utilise the sponsored post option will also continue to limit the post reach through Facebook or any other social media platform.</p> <p>Basis for the stated solution/s:</p> <p><i>The study results arising from questionnaire responses and Focus Group Discussions revealed that YouTube is a frequently visited website by most current and prospective students. They refer to YouTube for tutorial videos when they have assignments and use the same to watch educational videos and movies during leisure time. As such, advertising through this platform would be highly beneficial.</i></p> <p><i>The respondents further submitted that utilization of sponsored posts will enhance the message reach especially to the outsiders who are not yet students. Statistics on sponsored posts reveals that while organic reach could be in hundreds, paid-for posts has potential to reach millions.</i></p>
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<p>Poor social media response time</p>	<p>Some of the respondents talked to during the FGD reiterated the need for speedy response, saying, any unnecessary delays are a major frustration to prospective students when they are in urgent need of information to make an informed decision to join Rusangu University or another institution.</p> <p>Sellas, (2021) observed that forty percent of consumers expect brands to respond within the first hour of reaching out on social media, while 79 percent expect a response in the first 24 hours. She adds that for the education industry, 18 percent of the customers expect such quick response within the same stipulated timeframe. Documenting the frequently asked questions (FAQs) helps in managing the response times, adds Sellas, (2021). More importantly, customer loyalty is enhanced through quick responses to the followers' questions.</p>	<p>a) Dedicated time to respond to social media queries. b) Utilization of social media livestreaming and provide instant responses via a live chat.</p> <p>Failure to do so will result in loss of prospective students due to compromised visibility and bad image of the institution.</p> <p>Considering the influence which the alumni have in society, failure to utilize social media without involving them will affect the visibility of the institution.</p> <p>At the same time, failure to utilise them to share positives about the university will result in a lost opportunity to boost the university's image.</p> <p>Basis for the stated solution/s: <i>The study results arising from questionnaire responses and Focus Group Discussions also revealed that the university has a very bad response rate. Response rate refers to the time taken to respond to social media queries that are posted on the page wall. A look at the university response rate revealed that at times it takes over 24 hours before a question can be responded to. This has the potential to frustrate prospective students who are desirous to get information promptly.</i></p> <p><i>A way to curb this is to have dedicated time to address the questions by way of direct responses or via livestreaming.</i></p>
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5.3 Research Implications

The study recommends for further research to be conducted on the alignment of Rusangu University's strategic plan and use of social media platforms. This will assist in unlocking the abilities of both the University and potential customers reaching out to the products which are offered.

This research employed a case-study design where RU was the only university studied, thus a cross-sectional study should be done to generate more extensive data on the usage of social media to increase institutional visibility and image.

A comparative study should be conducted between educational institutions and other corporate organizations to see if social media plays the same role of enhancing the institutional visibility and image.

Further research should be undertaken to understand the relationship between social media user behaviour dynamics and institutional visibility and image.

5.4 Conclusion

The aim of this study was to develop a framework of actions could be used to enhance the visibility and boost the image of Rusangu University. In this study, it was observed that, apart from Facebook, Rusangu University was not using any other social media platforms to enhance its visibility and boost its image. Considering the shared ways by which universities are supposed to use social media, as discussed in this study, it is, therefore, clear that the university was missing out on greater opportunities of reaching out to a wider customer base.

From the findings, it was concluded that Facebook, Twitter, LinkedIn, Google+, YouTube, Instagram and TikTok were currently the **most popular** and trending social media sites that would help Rusangu University in its quest to enhance its local and international visibility.

From the results the respondents felt that Facebook, Twitter, Google+, YouTube, LinkedIn, Instagram, TikTok are the top and most **ideal** social media sites for Rusangu University because of the many advantages that they have among other social media sites. And this was the same view shared by the focus discussion groups regarding the most ideal social media sites for Rusangu University.

The study concluded that for Rusangu University which is an international institution of learning which attracts both local and foreign students, it is imperative to use social media sites which are not only common in Zambia but also those popular on the international scene. The identified social media platforms with an international touch are Twitter and LinkedIn.

In relation to the findings above, the study established how effectively Rusangu University can use these social media sites and it was revealed that Rusangu University needed to improve its text, video, and picture content so that it is not only precise and captivating but also provide the much-desired information that appeals to the different targeted groups.

In this study it was revealed that Rusangu University should use the social media sites to tell stories and focus on social brands where it can easily interact and address questions about the institution.

It was further revealed that Rusangu University should consider interactive activities on social media, market the institution through social media sites such as TikTok and Instagram which are currently trending among young people, collaborate with influential students who can be blogging about the University activities and programmes, advertising through YouTube videos and Instagram to post sport activities and other recreation available facilities.

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APPENDICES:

Appendix 1: Ethical Clearance Approval Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

RESEARCH DEPARTMENT

APPROVAL OF STUDY

16th November, 2020.

REF NO. HSSREC-2020-OCT-017

Fitzgerald Muchindu

LUSAKA

Dear Mr. Muchindu,

RE: “THE UTILISATION OF DIFFERENT SOCIAL MEDIA SITES TO ENHANCE THE VISIBILITY AND IMAGE OF AN ACADEMIC INSTITUTION: A CASE STUDY OF RUSANGU UNIVERSITY”

Reference is made to your protocol dated 1st October, 2020. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2020-OCT-017
Approval and Expiry Date	Approval Date: 16 th November, 2020	Expiry Date: 15 th November, 2021
Protocol Version and Date	Version - Nil.	15 th November, 2021
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

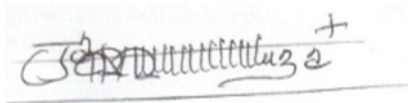
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.

- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended, and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Rd. J. Mwanza
DR. JASON MWANZA
 Dip. Clin. Med. Sc., BA.M.Soc., PhD

CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research and Graduate Studies
 Assistant Director (Research), Directorate of Research and Graduate Studies
 Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 2: Sample Questionnaire

The online, Google based questionnaire can be accessed using the link below.
<https://docs.google.com/forms/d/e/1FAIpQLSfwEhWf682tsFpIOrLXPfMYYHrCqdVQDLTxbnTBH57x-JpLQ/viewform>

Academic Research Questionnaire - "Utilisation of Social Media..."

Dear Respondent,

This questionnaire is designed as part of my MSc study titled "Enhancing the visibility and corporate image of Rusangu University through the utilisation of social media sites". The aim of this study is to develop a framework of actions could be used to enhance the visibility and boost the image of Rusangu University. I request you to kindly answer this questionnaire and give me the benefit of your views. I assure you that the data that you share with me will be used only for the purpose of this research and will be kept confidential.

Thank you in advance.

i. Respondent Category (*Tick applicable area*)

1. Student.....
2. Prospective Student.....
3. Alumni.....
4. Parent/Guardian

ii. Gender (*Tick applicable area*)

1. Male.....
2. Female.....

iii. Age (*Tick applicable area*)

1. Below 20 years
2. 20 to 30 years
3. 31 to 40 years
4. 41 to 50 years
5. Above 50 years

1. Below are some of the top social media sites globally. Which of these do you think Rusangu University could embrace? (*Tick applicable area/s*)

- a) Facebook
- b) Twitter
- c) LinkedIn
- d) Google+
- e) YouTube
- f) Pinterest
- g) Instagram
- h) Tumblr
- i) Flickr
- j) Reddit
- k) Other:

2. Which of the social media sites listed below do you think could be most ideal for Rusangu University? (Tick applicable area/s)

- a) Facebook
- b) Twitter
- c) LinkedIn
- d) Google+
- e) YouTube
- f) Pinterest
- g) Instagram
- h) Tumblr
- i) Flickr
- j) Reddit
- k) Other:

Appendix 3: Focus Group Discussion Questions

- a) What are the most common social media sites that you know?
- b) What types of social media sites do you think Rusangu University scan make use of?
- c) Which of these social media sites do you think would be ideal for Rusangu University?

Appendix 4: In-Depth Research Interview Questions for Social Media

Administrators

- a) What types of social media sites could Rusangu University embrace?
- b) Why has Rusangu University only embraced Facebook as a social media site?
- c) What social media sites could be ideal for Rusangu University?

Appendix 5: Research Budget

SN.	Description	Quantity	Unit Cost	Total
1.	Transport	3	K800	K2, 400
2.	Internet Bundles	100	20	K2, 000
3.	Printing	5	200	K1, 000
4.	Binding	5	50	K500
TOTAL				K5, 900

Appendix 6: Certificate of Informed Consent

I have been invited to participate in research on the utilization of different social media sites to enhance the visibility and image of an academic institution: a case study of Rusangu University.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant Mweene M.

Signature of Participant _____

Date 20/10/2020
Day/month/year

If illiterate ¹

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness _____ **Thumb print of participant**

Signature of witness _____

Date _____
Day/month/year



If vulnerable or incapacitated like pregnant women, children, people with mental illness, people with disabilities, prisoners and minority groups for instance, the investigator must ensure that there is a well-educated and motivated surrogate or proxy decision maker. When comprehension is an issue the research plan should include means of testing the participants' understanding of the important information prior to enrollment.

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/person taking the consent _____

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

Signature of Researcher /person taking the consent F. MUCHINDU

Date 26/10/2020
Day/month/year

CONTACTS FOR QUESTIONS (Names, addresses and phone numbers of the following):

1. Principal Investigator

Names: Fitzgerald Muchindu

Phone: 0978731621

E mail: fitzgerald8380@gmail.com

Physical address: C/O Zambezi River Authority, P.O. Box 30233, Lusaka.