

Perceptions And Uses Of Social Media Networking Systems By South African Students

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ABSTRACT

The purpose of this study was to determine South African students' perceptions and uses of social media networking systems. The study further determined whether students are making use of social media networking systems, the purpose of making use of social media networking systems, and whether the students' believe that it can be an effective and easy tool to use in order to study the course content. The reason for this study was the fact that students now a days are more familiar with social media networking systems, as more technology mediums are available today to communicate on a more flexible and timely manner. The study made use of the Technology Acceptance Model (TAM) constructs in order to test the objectives. These constructs are; 'Perceive ease of use', 'Perceived usefulness', 'Attitude towards using', 'Intention to use', and 'System accessibility'. A self-administered questionnaire was distributed to students, and it was found that social media is mostly being used by students for social purposes rather than for educational purposes, and that Facebook is the most popular social media networking system to use.

Keywords: Social Media Networking; South African Students Perception & Use; Open Distance Learning (ODL); Facebook; Twitter; Pinterest; YouTube

INTRODUCTION AND OBJECTIVES OF THE STUDY

Up until now, changes have occurred in the way education has been delivered. The days of a one dimensional offering of knowledge to a passive audience, is long gone. Today's student is more informed and technology savvy than at any time in the past, and with the advances in technology measured in days and not years, this pace of change is accelerating. The use of internet-based social media networking systems have enabled companies, consumers, institutions, and many more to communicate more effectively and in real time with hundreds, even thousands of other people around the world about a specific topic, product, or issue at any point in time (Mangold & Faulds, 2009, p. 357). Social media networking systems do not only make it easy for companies to communicate with their consumers, but also makes it easier for tertiary institutions to communicate related course work to their students, to encourage discussion between and among students, and to address administrative issues (Moran, Seaman, & Tinti-Kane, 2011, p. 4; Adamson, 2012). Shen, Laffey, Lin, and Huang (2006, p. 270) further indicate that online learning via means of various social media networking systems have become a very common educational format to use around the world by both tertiary institutions and their students, due to its flexibility of time and place. Social media networking systems have the ability to enable lecturers and students to collaborate and share information at any time convenient to them and from any place in the world (Adamson, 2012).

According to Adamson (2012), social media networking systems will most probably change the focus of education from a single student to a group of students, but that students' individual learning experience is enhanced through collaboration and informal learning with their peers. However, according to Picardo (2011, p. 1), it is a

potential threat that the use of social media networking systems in the tertiary institution can lead to a loss of control for many lecturers, as they experience social media networking systems as being highly disruptive. This may be attributed to the fact that students are more familiar with using different social media tools than the lecturers (Picardo, 2011, p. 1).

King, Duke-Williams and Mottershead (in Picardo, 2011) are of the opinion that lecturers may resist the adoption of social media networking systems due to their lack of knowledge. This fact may have an impact on the use of social media networking systems in tuition and it is important to establish the wishes of the students in this regard.

RESEARCH OBJECTIVES

The aim of this study is to determine students' perception on social media networking systems and their use of it. This study aims to determine, within the context of Unisa:

- the perceptions of students on social media as a lecturing tool.
- the utilisation of social media by students.
- the relationship between social media as a lecturing tool and the private use of social media by students.

In the next section an overview of social media networking systems, the uses of social media networking systems, as well as a review on the utilisation thereof by students, are given. The empirical findings and the discussion of the findings appear in the latter part of the paper.

LITERATURE REVIEW

Overview of Social Media Networking Systems

Defining Social Media

According to Boyd and Ellison (2008, p. 211) social media is defined as, "... web-based services that allow individuals to construct a public or a semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system." Mangold and Faulds (2009, p. 357) on the other hand define social media or 'consumer-generated media' as, "... a variety of new sources of online information that are created, initiated, circulated and used by consumers' intent on educating each other about products, brands, services, personalities and issues."

From these definitions it is clear that social media networking systems include various online and word-of-mouth forums which also includes blogs, company-sponsored discussion boards and chat rooms, consumer-to-consumer email, consumer product or service ratings websites and forums, internet discussion boards and forums, moblogs (sites containing digital audio, images, movies, or photographs), and social networking websites, to name only a few (Mangold & Faulds, 2009, p. 358).

The five most popular social media networking systems used and accepted in the market, according to Larson (2012) are: Facebook with 901 million users, Twitter with 555 million users, Google+ with 170 million users, LinkedIn with 150 million users, and lastly Pinterest with 11.7 million users.

Adamson (2012) are of the opinion that social media networking systems are an important tool for learning and should be used for this purpose more extensively. Due to the fact that both students and some lecturers are familiar with social media networking systems they should take advantage of this and use social media networking systems as a platform for communication, learning, and collaboration, as well as sharing ideas and topics of interest (Adamson, 2012). In order to use social media networking systems effectively, both lecturers and students should be aware of the benefits of social media networking systems. By doing this, it will enable them to communicate with each other on a more effective, flexible, and faster way (Laffey et al., 2006, p. 270).

The Use and Benefits of Social Media Networking Systems

According to Jackson (2011), the use of social media networking systems in classrooms can have a positive psychological effect on students. As soon as students were allowed to answer questions by means of using, for example Twitter, they felt less pressured even though the answer was wrong.

Table 1 below summarises the ways in which social media networking systems can be implemented in teaching, as well as the benefits thereof.

Table 1: Uses and Benefits of Social Media Networking Systems

Type of Social Media System	Description of Use and Benefits
Facebook	<ul style="list-style-type: none"> • Improve communication by enabling students to easily contact lecturers and other students with questions • Easily integrate class projects with Facebook through the sharing of books, reviews, and promoting student work • Use Facebook applications and groups in order to make learning and studying easier and more enjoyable for students • Create a Facebook page where you can schedule events, post notes, and remind students of important dates and due dates • Be a news source by posting status updates and follow other media and well-known leaders
Twitter	<ul style="list-style-type: none"> • Post additional materials such as links to articles and videos in order for students to continue with their learning even if classes are over • Setting-up specific feeds to enable all students to see and monitor certain events • Develop a feed for your students in order to tweet about important dates, upcoming events, and assignments, as well as class news • Connect with other students, lecturers, as well as parents in order to increase communication and build community • Follow tweets of other lecturers’ in order to keep up with the latest teaching trends, to get ideas, and to support one another • Share ideas and collaborate with lecturers and students from other classes, schools, and departments
Pinterest	<ul style="list-style-type: none"> • Use community boards for group projects, as well as brainstorming to enable a number of users to save their resources in one place • Allow and encourage students to use Pinterest for presentations and projects • Search for inspiring tips on how to organise and decorate your classroom • Search, find, pin, and organise images, projects, videos, stories, etc. for future classes and projects
YouTube	<ul style="list-style-type: none"> • Search for video-clips under specific topics that can be used in the classroom to give a lesson in a more memorable way • Organise playlists to enable students to easily find and watch all relevant and approved videos on a topic • Record lessons and post them on YouTube in order for students to review them whenever they want to • Create interactive videos by adding quizzes, comments, etc. to it

Source: Lepi, K. (2012). *25 Ways teachers can integrate social media into education*. [Online] Retrieved 13-02-2013 from: <http://edudemic.com/2012/07/a-teachers-guide-to-social-media/>

Picardo (2011) indicated that students’ perceptions and use of technology will play a part in the use or absence of social media networking systems in tertiary institutions. The question still to be answered is, ‘Do students wish to interact with their lecturers online?’ The answer to this question may be more complex than it initially appears to be, as the participation of students in a social media networking system should be voluntary in order to ensure that the necessary quality of interaction and cooperation is obtained for it to improve teaching and learning (Picardo, 2011).

Picardo (2011) further debates that social media networking systems have the ability to challenge both lecturers and students to interact and collaborate successfully via this medium, meaning that when it comes to academia, students do not feel comfortable with the degree of transparency needed in order for the social media networking systems to be effective.

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

Technology Acceptance Model

The Technology Acceptance Model (TAM) is an information system (a system that consists of all the network communication channels used within an organisation) theory that exhibits how users accept and use specific technology (Davis, 1993, p. 475). The model indicates that when users are confronted with a new software package, numerous factors influence their decision about when and how they will use this specific technology (Mazhar, 2006). Davis, Bagozzi, and Warshaw (1989, p. 985) indicated that user motivation can be explained by three constructs: ‘perceived ease of use’, ‘perceived usefulness’, and ‘attitude toward using the system’.

The first construct is ‘perceived usefulness’ which is described according to Davis (1993, p. 477) as, “... the degree to which an individual believes that using a particular system would enhance his or her job performance.” The second construct - ‘perceived ease of use’ is defined as, “... the degree to which an individual believes that using a particular system would be free from effort” (Davis, 1993, p. 477). The third construct which is ‘attitude towards using’ is defined as, “... the degree of evaluative affect that an individual associates with using the target system in his or her job.” The fourth construct that was being tested, was that of ‘system accessibility’ which refers to organisational context variables, and the last construct was that of ‘intention to use’, which refers to the degree to which a person has created a conscious plan to perform or not perform a future behaviour (Venkatesh, 2013).

These constructs were entrenched in the research study. The next section deals with the research methodology and the findings of the research.

RESEARCH METHODOLOGY

In determining the students’ perceptions and usage of social media, a questionnaire was developed for this study. The questionnaire mostly incorporated questions that are of quantitative nature. The questionnaire was issued to students and a total of 198 usable responses were received.

The demographic profile of the respondent group is presented in Table 2 below. The majority of students (29.80%) were between 18 and 24 years of age. The gender split for the respondent group is female dominated (63%). Most of the respondents are African (62.63%).

Table 2: Demographic Profile

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

RESEARCH FINDINGS

Students' Perception and Acceptance of Social Media as a Lecturing Tool

Students' perception and acceptance of social media as lecturing tool is based on 21 statements borrowed from the Technology Acceptance Model (TAM). Respondents were asked to rate the 21 statements on a seven point Likert scale (1 being "Strongly disagree" and 7 being "Strongly agree"). The 21 statements are structured as five sub-constructs, 'perceived ease of use'; 'perceived usefulness'; 'attitude towards using'; 'intention to use' and 'system accessibility'.

For each sub-construct a mean was calculated to assess the level of agreement among sub-constructs. The following table shows the means and standard deviations.

Table 3: Sub-Constructs - Means and Standard Deviations

Sub-Construct	Mean	Standard Deviation
Ease of use	4.98	1.80
Perceived usefulness	4.50	1.84
Attitude towards using	4.64	1.65
Intention to use	4.44	1.84
System accessibility	4.89	2.10

The sub-construct 'ease of use' was considered most important with a mean of 4.98, while 'intention to use' was considered least important with a mean of 4.44. However, the means were closely distributed indicating a general agreement on the importance of all the sub-constructs. The standard deviations are fairly high, indicating variation in agreement among sub-constructs.

Reliability of the Sub-Constructs

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition, with the same subjects. The Cronbach's alpha for the five sub-constructs all yielded high Cronbach's alpha values (≥ 0.80) indicating good reliability. The table below represents the Cronbach's alpha values of each of the five sub-constructs, please note that 'system accessibility' is the only one item and cannot be tested for reliability.

Table 4: Cronbach's Alpha Value of Sub-Constructs

Sub-Construct	Cronbach's Alpha
Ease of use	0.92
Perceived usefulness	0.92
Attitude towards using	0.80
Intention to use	0.91
System accessibility	none

The individual Cronbach's Coefficient Alpha value of each dimension is used as a measure of the reliability of the tested dimension. A reliable Cronbach's Coefficient Alpha value validates that the individual items of a dimension measured the same dimension (concept) in the same manner (or consistently).

The Utilisation of Social Media by Students

To determine the utilisation of social media, respondents were asked to indicate the hours of usage per week in categories (no usage, 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, and more than 21 hours). The social media platforms were included in the study are Facebook, Twitter, MySpace, LinkedIn, and Pinterest. The following table demonstrates the usage of social media.

Table 5: Usage of Social Media by Students

Social Media Platform	Do Not Use		Use	
	N	% of Total	N	% of Total
Facebook	60	27.15%	161	72.85%
Twitter	164	74.21%	57	25.79%
MySpace	183	82.81%	38	17.19%
Linked	170	76.92%	51	23.08%
Pinterest	190	85.97%	31	14.03%

Most respondents used Facebook (72.85%), with Pinterest (14.03%) as the least used. The following table demonstrates the students’ usage of social media, categorised by hours per week.

Table 6: Students’ Usage of Social Media, Categorised by Hours per Week

Social Media Platform	Hours				
	0-5	6-10	11-15	16-20	21+
	% of Total	% of Total	% of Total	% of Total	% of Total
Facebook	50.93%	23.60%	11.80%	4.97%	8.70%
Twitter	75.44%	10.53%	10.53%	1.75%	1.75%
MySpace	81.58%	13.16%	2.63%	2.63%	0.00%
Linked	76.47%	11.76%	7.84%	3.92%	0.00%
Pinterest	80.65%	12.90%	3.23%	3.23%	0.00%

Most respondents used social media between 0 and 5 hours per week. Twitter and Facebook seems to be used more than the others social media networking systems.

The following share chart produces a visual representation of the hours per week.

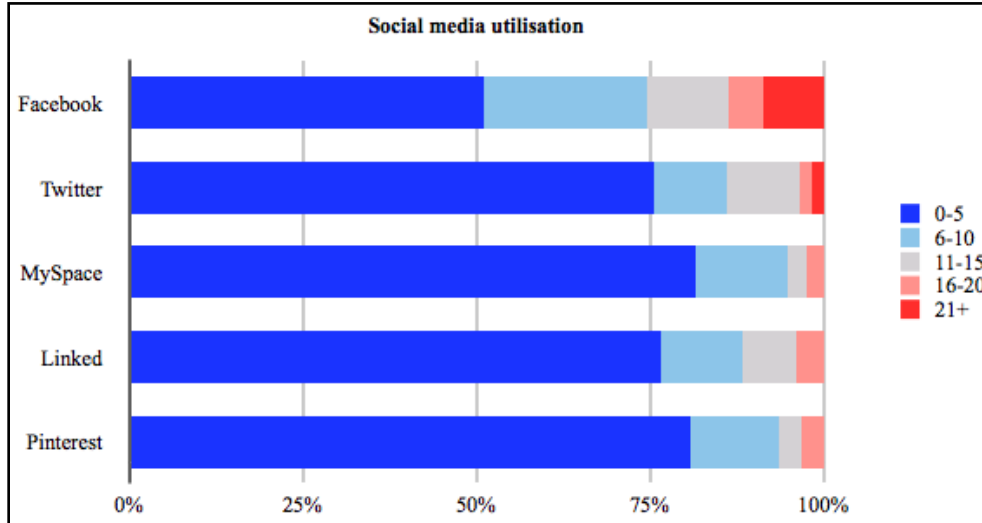


Figure 1: Social Media Utilisation

Profiling the Usage of Social Media by Respondents

The biographical variables age, gender, and population group were tested against the usage of social media. Only age group showed significant differences in usage.

Comparison of the Respondent’s Usage of the Social Media Types

Chi-Square tests were used to test for association between usage and the biographical variables. The purpose of a Chi-Square test is to test if any significant association exists between usage and a biographical variable.

The following share chart produces a visual representation of the association between usage and age group.

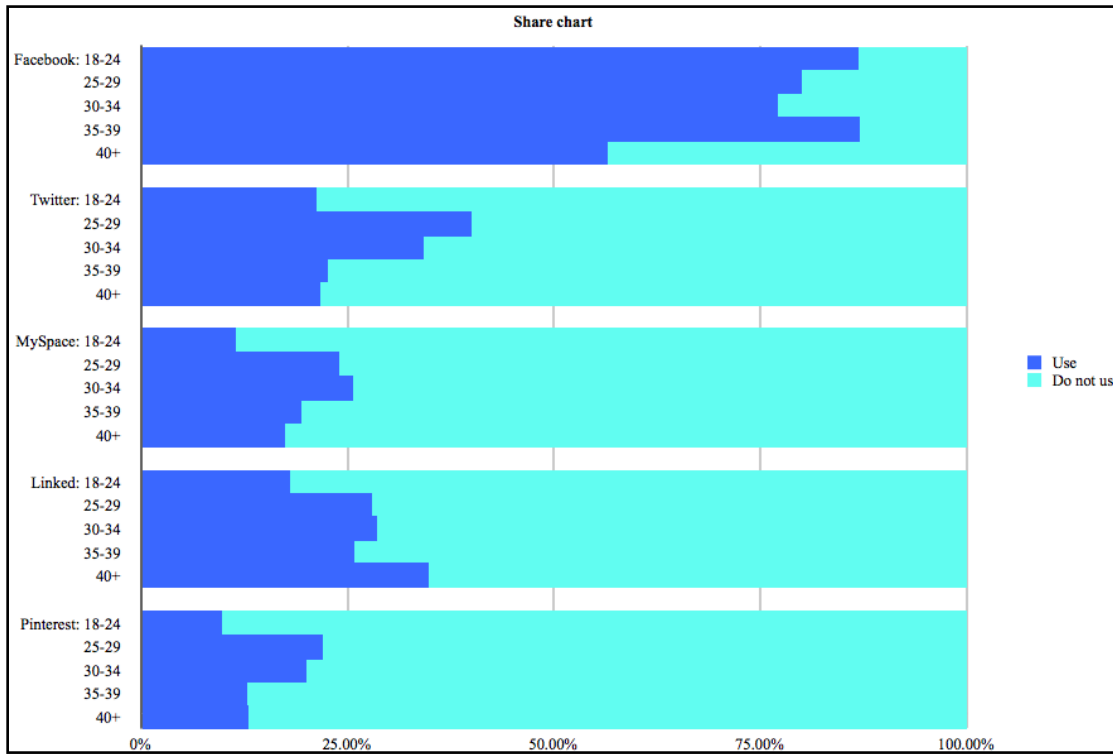


Figure 2: Association between Usage and Age Group

From the Chi-Square tests probability values (p-values) were produced. A ‘p-value’ smaller than 0.05 indicates a significant association between the biographical variable and usage at a 95% level of confidence. The significant differences are shown in the table below.

Table 7: Significant Differences

Social Media	Chi-Square Value	DF	P-Value	Significance
Facebook	10.89	4	0.0279	Significant

The table below shows the usage of Facebook by the different age groups.

Table 8: Age Group Usage of Facebook

Count	Do Not Use	Use	Total
18-24	8	53	61
25-29	10	40	50
30-34	8	27	35
35-39	4	27	31
40+	10	13	23
	40	160	200

A significant association exists between age group and Facebook usage. Clearly the proportion of students that use Facebook is much lower for respondents 40 years and older ($13/23 = 56.52\%$) than the other age groups (18-24 years: $53/61 = 86.89\%$, 25-29 years: $40/50 = 80\%$, 30-34 years: $27/35 = 77.14\%$, and 35-39 years: $27/31 = 87.10\%$).

Relationship between Views on Social Media as a Lecturing Tool and the Private Use of Social Media by Students

In order to explore the relationship between views on social media as a lecturing tool and the private use of social media by students, the overall usage was calculated by coding all the students that used *any* of the social media type as ‘use’ and students that didn’t use *any* of the social media types as ‘do not use’. The findings revealed that 23.01% of students didn’t use any social media. The figure below illustrates the ‘use’ and ‘do not use’ levels of social media.

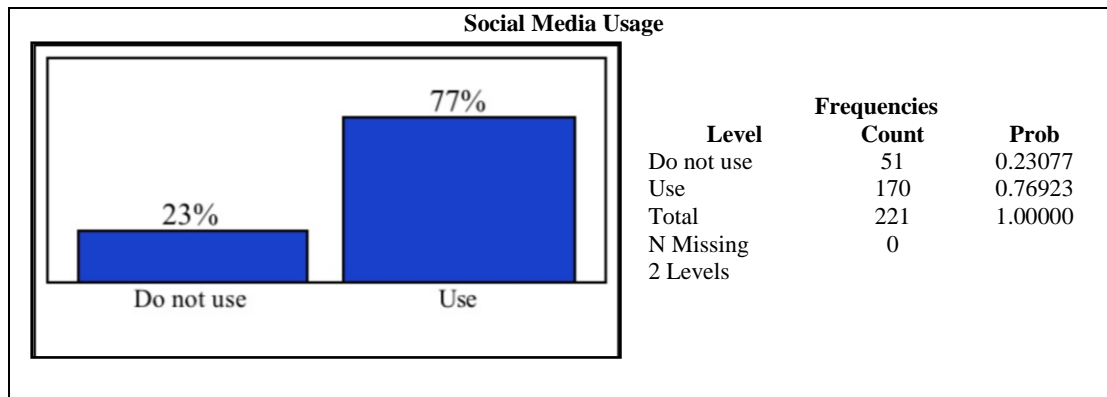


Figure 3: Social Media Usage

A multivariate analysis of variance (MANOVA) will be used in order to explore the differences between the different sub-constructs mean scores of students ‘using’ and ‘not using’ social media.

The profile plot from the MANOVA shows the least square means, as shown in the figure below.

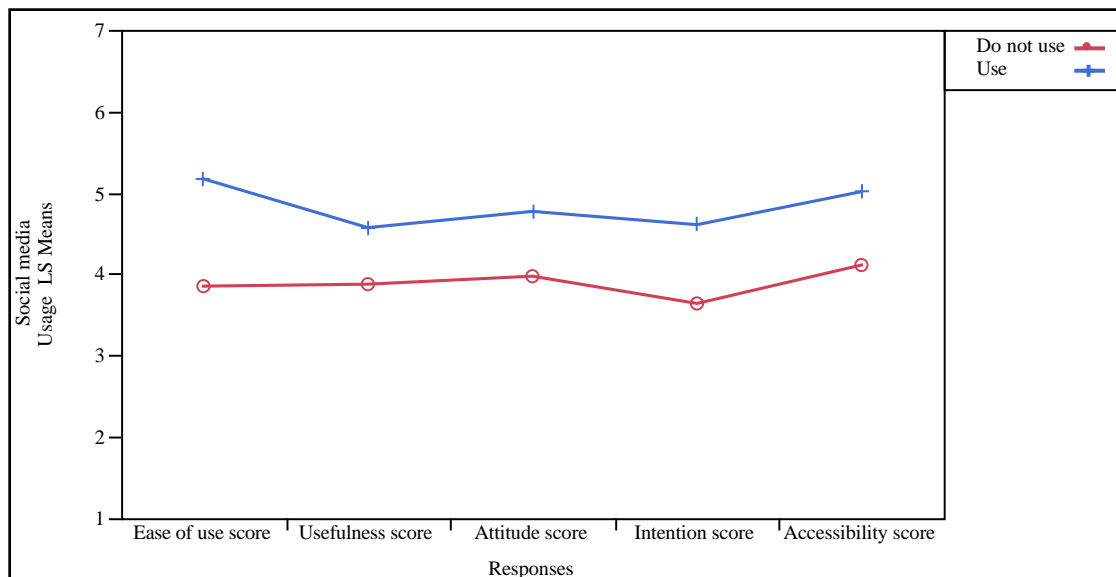


Figure 4: Profile Plot of Social Media Usage

Table 9 below represents the differences between the different sub-constructs mean scores of students ‘using’ and ‘not using’ social media.

Table 9: Social Media Usage

Social Media Usage	Ease of Use Score	Usefulness Score	Attitude Score	Intention Score	Accessibility Score
Do not use	4.17	4.14	4.05	3.79	4.11
Use	5.14	4.57	4.75	4.56	5.03

From the table and profile plot, it is clear that the students who ‘do not use’ social media has lower scores on all the sub-constructs than the students ‘using’ social media. This indicates that students who ‘do not use’ social media see less importance in the use of social media than students who ‘use’ social media.

In order to determine whether differences between the means of the students ‘using’ social media and students ‘not using’ social media are statistically significant, separate independent T-tests were conducted for each sub-construct. The distributions of the constructs were tested for normality. Because the sub-constructs were not normally distributed, nonparametric Wilcoxon tests were used instead of T-tests. These are shown in the table below.

Table 10: Differences between the Means of Social Media Usage

Sub-Constructs	Social Media Usage			
	Do Not Use		Use	
	Mean	StdDev	Mean	StdDev
Ease of use	4.17	2.06	5.14	1.71
Perceived usefulness	4.14	2.08	4.57	1.78
Attitude towards using	4.05	1.35	4.75	1.67
Intention to use	3.79	1.93	4.56	1.81
System accessibility	4.11	2.15	5.03	2.07

From the Wilcoxon analyses the probability values (p-values) were produced. A ‘p-value’ smaller than 0.05 indicates a significant difference of the sub-construct tested for the respondents privately ‘using’ or ‘not using’ social media at a 95% level of confidence.

Only significant differences are shown in the table below.

Table 11: Significant Differences between Social Media Usage

Sub-Construct	Chi-Square Value	DF	P-Value	Significance
Ease of use	5.92	1	0.0150	Significant
Attitude towards using	6.46	1	0.0111	Significant
Intention to use	4.26	1	0.0389	Significant
System accessibility	4.41	1	0.0356	Significant

Significant differences between the students ‘not using’ social media and students ‘using’ social media exists for the sub-constructs ‘ease of use’, ‘attitude’, ‘intention to use’ and ‘system accessibility’ at a 95% level of confidence.

CONCLUSION

Due to the fact that technology changes daily, people, specifically students, are more enabled to become informed and aware of the different types of technological systems as opposed to a few years ago. The use of the internet has further enabled many people, students, and institutions around the world to communicate more effectively with each other on specific topics and issues at any point in time (Mangold & Faulds, 2009, p. 357). Therefore, it becomes evident that the use of social media networking systems among tertiary institutions does not only make communication easier between them and the students, but it can also add a lot of value in encouraging discussions between and among students, as well as addressing administrative issues (Moran et al., 2011, p. 4; Adamson, 2012).

The findings of the study revealed that social media was used more for social purposes than work purposes. Mostly, social media is used between 0 and 5 hours per week. Facebook is the most used social media application.

Furthermore there were no biographical differences in the use of social media, except for age groups. The age group 40+ used Facebook significantly less than the other age groups.

The study revealed that the respondents that use social media, considered all the constructs ('ease of use', 'attitude', 'intention to use' and 'system accessibility') as significantly more important than the respondents that do not use social media.

Generally younger age groups put more importance on social media and students that do not use social media put less emphasis on social media. It is recommended that training programmes should be developed in order to aid students in the use of social media for educational purposes. Educational institutions need to develop strategies and tactics to make social media platforms more attractive for students, in order for them to use it for educational purposes. However, it is important that the use of social media platforms in an educational environment - student to student, as well as student to lecturer and vice versa - should be monitored and guided by institutional policies and guidelines, in order to ensure that it is being used effectively and for the right reasons.

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NOTES