Chapter 5

Web 2.0 Goes Mobile:
Motivations and Barriers of Mobile Social Networks Use in Spain

Carla Ruiz-Mafé  
University of Valencia, Spain

Silvia Sanz-Blas  
University of Valencia, Spain

José Martí-Parreño  
European University of Madrid, Spain

EXECUTIVE SUMMARY

Mobile social networking sites have become one of the fastest growing Web 2.0 services worldwide both in developing and developed countries and have a major interest for the information systems research community. This chapter aims to give managers and students insight into the mobile social networking industry and the different drivers and barriers to mobile social networking sites adoption. The chapter’s specific goals are to: (i) Identify consumer segments more likely to adopt mobile social networking services; (ii) Analyze the perceived benefits and barriers that encourage/discourage the adoption of mobile social networking services; (iii) Provide empirical research on the Spanish market that analyzes the influence of uses and gratifications in attitude and usage behavior of mobile social networks; (iv) Provide future trends on the mobile social networking services industry and use the study’s findings to develop strategies for managers of developing countries on how to maximize the rate of mobile social networking adoption.

DOI: 10.4018/978-1-4666-2515-0.ch005
Web 2.0 Goes Mobile

The chapter is divided into three parts. In the first section, the authors include the literature review on key drivers of consumer adoption of mobile social networks and present a conceptual model, focusing on the rationale of the constructs used. In the second part, methodology design using a sample of 220 Spanish teenagers is presented and validated. Finally, the results are presented and implications for developing countries are discussed.

INTRODUCTION

Social networking sites (SNS) provide services that allow people with common interests to create their communities online. These services offer functions for contact and information exchange among users, which include sharing photos or videos, personal blogs, group discussion, real-time messaging or e-mails, thereby enhancing social interaction (Hsiao, 2011; Wang et al., 2010). With social networks, consumers can access not only the opinions of close friends, relatives and work colleagues but also those of anyone in the world who has used a given product or service.

Social networking sites (SNS) have become one of the fastest growing Web 2.0 services worldwide both in developing and developed countries (Boyd and Ellison, 2007). By way of illustration, Facebook which began in early 2004 as a Harvard-only SNS, expanded later to include high school students, professionals in side corporate networks and everyone and reached over 600 million users at the beginning of 2011, which accounts for nearly 10% of the world population. The economic impact of SNSs on economic markets is also increasing, i.e. Facebook’s market value has been set at about 50 billion dollars with a forecast of one billion users by 2012 (ABC, 2011). SNS have grown differently in different countries, while initially MySpace attracted the majority of media attention in the U.S. and abroad, other SNSs were proliferating and growing in popularity worldwide. Friendster gained attraction in the Pacific Islands while Orkut became the premier SNS in developing countries such as Brazil and India (Madhavan, 2007), Mixi attained widespread adoption in Japan, LunarStorm took off in Sweden, Dutch users embraced Hyves, Grono captured Poland, Hi5 was adopted in smaller countries in Latin America, South America, and Europe, and Bebo became very popular in the United Kingdom, New Zealand, and Australia. Additionally, other communication services began implementing SNS features. The Chinese QQ instant messaging service became the largest SNS worldwide when it added profiles and made friends visible (McLeod, 2006), while the forum tool Cyworld cornered the Korean market by introducing home pages and buddies (Ewers, 2006). Although SNSs like QQ, Orkut, and Live Spaces are just as large as, if not larger than, MySpace, they receive little coverage in U.S. and English-speaking media, making it difficult to track their trajectories.
Related Content

Can Everyone Code?: Preparing Teachers to Teach Computer Languages as a Literacy
[www.igi-global.com/chapter/can-everyone-code/237420?camid=4v1a](www.igi-global.com/chapter/can-everyone-code/237420?camid=4v1a)

Exploring Cultural Responsiveness in Literacy Tutoring: “I Never Thought About How Different Our Cultures Would Be”
Dana L. Skelley, Margie L. Stevens and Rebecca S. Anderson (2020). Participatory Literacy Practices for P-12 Classrooms in the Digital Age (pp. 95-114).
[www.igi-global.com/chapter/exploring-cultural-responsiveness-in-literacy-tutoring/237416?camid=4v1a](www.igi-global.com/chapter/exploring-cultural-responsiveness-in-literacy-tutoring/237416?camid=4v1a)

Literacy in Early Childhood: Multimodal Play and Text Production
Sally Brown (2020). Participatory Literacy Practices for P-12 Classrooms in the Digital Age (pp. 1-19).
[www.igi-global.com/chapter/literacy-in-early-childhood/237410?camid=4v1a](www.igi-global.com/chapter/literacy-in-early-childhood/237410?camid=4v1a)

Rethinking Writing Pedagogy: Supporting Preservice and Inservice Teachers’ Digital and Multimodal Writing Practices
Melanie Hundley, Robin Jocius and Emily Pendergrass (2020). Participatory Literacy Practices for P-12 Classrooms in the Digital Age (pp. 184-199).
[www.igi-global.com/chapter/rethinking-writing-pedagogy/237421?camid=4v1a](www.igi-global.com/chapter/rethinking-writing-pedagogy/237421?camid=4v1a)