**CHAPTER ONE**

**INTRODUCTION**

**1.0 BACKGROUND TO THE STUDY**

The modern concept of development can be traced to 1987 when the report of the Brundtland Commission defined development to include economic, environmental, socio-cultural and health as well as political needs. In defining development therefore, one cannot avoid concerns with social and political issues, while focusing on goals, ideals and economic matters. Some scholars have, however, emphasized the need for human-centered development; that is, the focus of development needs not be machines or institutions, but people. In the same vein, the United Nations Development Programme (UNDP) maintained that the people must be at the centre of all development (UNDP 2008). The World Bank (2008) also asserted that investing in people, if done rightly, would provide the finest foundation for lasting development. It further noted that all people have the same basic needs in form of clean water, fresh air, comfortable housing, etc., which must be met if development is to take place. Development is a many-sided process. At the level of the individual, it also connotes increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well being (Rodney 1972).

The resource that is primarily critical to the development process is the natural resource. This is because the natural endowment constitutes the basis for man’s primary economic activities. All the same, from the perspective of resource availability for economic development, the significant factor is not simply the size of the surface area; rather, it is the productive capacity represented by the economic quality of the physical environment. Therefore natural environments become resources when they are discovered and exploited (Fajingbesi 2009). In this direction, development implies change and this is one sense in which the term “development” is used to describe the process of economic and social transformation within countries (Thirtwall 2008). Development therefore encompasses a process of improving the quality of human life which involves raising the standard of living of people (income and consumption, level of food, medical services, education and other infrastructure); creating social, political and economic systems and institutions which promote human dignity and respect and increasing freedom of choice of goods and services.

Within this study, the researchers will therefore pay attention to how social media is involved in the human development process. That is, in the income and consumption, level of food, medical services, education and other infrastructure of the people.

Twenty five years ago the first Human Development Report in 1990 began with a simple notion: that development is about enlarging people’s choices— focusing broadly on the richness of human lives rather than narrowly on the richness of economies. Work is a major foundation for both the richness of economies and the richness of human lives but has tended to be conceptualized in economic terms rather than in human development terms.

Social media is a phenomenon that has transformed the interaction and communication of individuals throughout the world. However, social media is not a new concept - it has been evolving since the dawn of human interaction. In recent times, social media has impacted many aspects of human communication, thereby impacting business. Social networking has become daily practice in some users’ lives.

It is difficult to study social media without encountering the phrase social networking. Therefore, both concepts are discussed in this study. The Merriam-Webster dictionary defines social media as “forms of electronic communication (as Web sites for social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos).” The same source defines networking as “the exchange of information or services among individuals, groups, or institutions; *specifically*: the cultivation of productive relationships for employment or business.”

The concept of social media and their accompanying consequential practices find their way in the proliferation of Information and Communication Technologies (ICTs). ICTs are embedded in networks and services that affect the Local and Global accumulation and flow of public and private information.

According to the United Nations Economic Commission for Africa (1999), ICTs cover internet service provisions, telecommunications and information technology equipments and services, media and broadcasting, libraries and documentation centres, commercial and other related information and communication activities. The commission admits the definitions of ICTs as been quite expensive. It is not uncommon to find definitions of ICTs that are synonymous with those of Information Technology (IT).

Social media are computer mediated tools that allow people to create, store or exchange information, ideas and pictures/videos in virtual communities and networks. Kaplan and Haenlein (2010:61) defined social media as “a group of internet based applications that build on the ideology and technical foundations of Web 2.0, and that allow the creation and exchange of users generated content”.

Social media are networking websites that allow users to contact their friends online, meet new friends, share thoughts, opinion, update status, photos, videos, links and other sites that they fine interesting. Furthermore, social media depends on mobile and web based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user generated content. Since the advent of social media there seem to be an alarming obsession for social networking among students.

Way back in early 1994, Mack Zuckerberg founded Facebook. He operated he operated it as one of his hubby projects with some financial assistance from Edward Saverin. Within months, Facebook and its core ideas spread across dormitories of Harvard University where it was later joined by Dustin Moskovitz and Chris Hughes, who helped him grow the site. In August 2005, the Facebook.com was purchased for a reported sum of $ 200,000.

Whether these social media comes as web or mobile based technologies, a heavy usage of these sites have been recorded in researches over time. While the heavy usage of social media cannot be disputed at this moment, a question that begs answering is “do they, in their prominent pervasiveness play a role in human development”? “As humans virtually interact in constancy on social media, have they learnt ways to better their lives by adding value to their income and consumption, level of food, medical services, education and other infrastructure within society”?

* 1. **STATEMENT OF PROBLEM**

In this age of information explosion, people’s everyday lives are filled with all kinds of computer-mediated communication especially the social networking sites. People especially students and youths are increasingly becoming deeply involved in such sites. Going by the modernisation paradigm of development discourses, it is established that the quality and quantity of information a person is exposed to accounts for his/her level of development.

This study then is poised to find out if, in fact, the social media, with their attendant info-mongering capacity, do have any role to play in human development in our own part of the world. It becomes a problem that excites research because there could be a conflict between the kind of information transmitted through these social media and our indigenous cultures.

**1.2 AIM AND OBJECTIVES OF THE STUDY**

Based on the study aim of *analysing social media in human development*, the underlisted shall be considered as objectives of this research:

1. to talk about the access to social media by residents of Jalingo metropolis;
2. to talk about the exposure to social media by residents of Jalingo metropolis; and
3. to examine the relationship(s) between social media and the development of residents of the Jalingo metropolis.

**1.3 SIGNIFICANCE OF THE STUDY**

This study will contribute to the overall body of knowledge and literature available on social media and human development. Considering that no known study of this such has been conducted within the Jalingo metropolis, its findings shall be found useful for perusal by policy makers in terms of development through ICT, which recommendations, if found useful, can be mirrored to other societies within the country – this could be a paradigm breakthrough for agents of development.

Students in the fields of ICT and development respectively or conjoined will find this study particularly useful in their academic pursuits.

**1.4 SCOPE AND LIMITATION**

This study shall cover only areas of human development emphasised in the United Nations Human Development Index (UN HDI). Since the subject of human development is so broad, the study shall be limited only to residents of the Jalingo metropolis to help the researchers conduct the study within the stipulated time frame and to save scarce financial resources.

Also, the social media that will be considered in this study shall include only *Whatsapp, Facebook* and *Twitter* owing to the same limitations aforementioned.

**1.5 DEFINITION OF OPERATIONAL TERMS**

Under this heading, the study defines some key concepts in order to clear ambiguity and explain vague terminologies in the research. The key concepts in this research are as follows:

**ICT:** this stands for Information Communication Technology and it is defined for the purpose of this primer as diverse set of technological tools and resources use to communicate, create, disseminate, store and manage information.

**Network:** is a series of points or nodes interconnected by communication paths.

**Social media:** is the collection of online communication channels dedicated to community- based inputs, interaction and collaboration.

**Web 2.0:** is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. It is the second stage of development of the internet, characterized especially by the change from static web pages to dynamic or use generated content and the growth of social media.

**Internet:** is a global system of interconnected computer networks that use the standard internet protocol suite to link several billion devices worldwide.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 INTRODUCTION**

This chapter attempts to review or appraise different literatures available on the subject of social media and human development – empirical and non-empirical. Also, a theoretical framework will be developed to guide the study through and within the confines which results will be discussed.

**2.1 REVIEW OF RELATED LITERATURE**

The concept of social media and their accompanying consequential practices find their way in the proliferation of Information and Communication Technologies (ICTs). ICTs are embedded in networks and services that affect the Local and Global accumulation and flow of public and private information.

Drew and Forster (1994) defined IT as the group of technologies that is revolutionising the handling of information. It is taken to embody a convergence of interest between electronics, computing and communication.

Chowdhury (2000) posits that ICT encompass Technologies that can process different kinds of information (audio, video text and data), and facilitate different forms of communications among human agents and among information system. Duncaombe, *et al* (1999) simplify the definition by describing ICTs as “electronic means of capturing, processing and disseminating information”.

Social media are computer mediated tools that allow people to create, store or exchange information, ideas and pictures/videos in virtual communities and networks. Kaplan and Haenlein (2010:61) defined social media as “ a group of internet based applications that build on the ideology and technical foundations of Web 2.0, and that allow the creation and exchange of users generated content”.

In the most simplistic terms, the definition of social media is the relationships that exist between a network of people (Walter & Riviera, 2004). In the last ten years, the online world has changed dramatically. Thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. Notwithstanding this benefit, Schill (2011) states that the social media sites encourage negative behaviors for teen students such as procrastination (catching up with friends), and they are more likely to drink and drug.

Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users (“friends”) with whom they have a connection, read and react to postings made by other users on the site, and send and receive messages either privately or publicly. Individuals may choose to send private messages, write on other user’s walls, organize social activities, and keep informed about other user’s daily activities. However, users can limit themselves on what information they would like to share publicly with others. Some items they may choose to include are: pictures, favorite books and movies, birthday, relationship status, and location (Tufekci, 2008).

Kaplan and Haelain (2008) aver that social media involves the use of web based and mobile technologies to turn communication into an interaction dialogue, they further explained that social media are media for social interaction as a superset beyond social communication between organizations, communities as well as individuals.

New developments in the technological world have made the internet an innovative way for individuals and families to communicate. Social media networks have created a phenomenon on the internet that has gained popularity over the last decade. People use social media sites such as Facebook, Twitter, and Myspace to create and sustain relationships with others (Boyd & Ellison, 2007). These social media sites let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs, post what they are doing at any given time, and send personal or public messages to whomever they choose. In this “information age,” social media sites seem to be growing in popularity rapidly, especially among young adults (Pempek, Yermolayeva, & Calvert, 2008).

In particular, college students form a large proportion of users on social media networks. Lenhart, Purcell, Smith, and Zickuhr (2010) found that 72% of all college students have a social media profile with 45% of college students using a social media site at least once a day. Many of these young adults use social media networks to communicate with family, friends, and even strangers. Social media sites have created new and non-personal ways for people to interact with others and young adults have taken advantage of this technological trend. The purpose of this study is to examine how social media affects college student’s communication with others and how their own self-concept.

Since this social media phenomenon is continuing to grow at a fast pace, it is important to understand the effects it has on personal communication. Social media networks offer a straightforward way to converse with peers and get peer feedback, as well, which may influence a young adult’s self-esteem (Pempek et al., 2008). For example, Facebook is used primarily by students to maintain relationships with individuals they are acquainted with who live near and far (Quan-Haase & Young, 2010). Facebook makes it simpler to communicate with multiple people at one time. Social media may also make it easier for users to monitor activities of people they have not seen in a while as well as reconnecting with new and old friends (Quan-Haase & Young, 2010).

Students in tertiary institutions have great interest in social media. For the purpose of this study, social media are defined to include Facebook, YouTube, Blogs, 2go, Twitter, MySpace or LinkedIn. Although, providing a detailed perspective on social media use among college students and underscoring that such use can produce both positive and negative consequences, according to a Nielsen Media Research study, in June 2010, almost 25 percent of students’ time on the Internet is now spent on social networking websites (Jacobsen, & Forste, 2011).

Facebook is the most used social network by college students, followed by YouTube and Twitter. Moreover, Facebook alone reports that it now has 500 active million users, 50% of whom log on every day. In addition, according to a study by Online PhD, students spend roughly 100 minutes per day on Facebook. In 2007, the number of students who used Facebook was already enormous: 92 percent of students in higher institutions had an account. By 2008, 99 percent of students had an account on Facebook. That is quite a large amount considering the service was only opened in 2006 to everyone (Jacobsen, & Forste, 2011).

On one hand, the positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills and knowledge.

Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning (Brydolf, 2007).

On the other hand, findings indicate that electronic media use is negatively associated with grades - about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen, & Forste, 2011). This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they also are becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework. Hence, in a survey of 102 students, 57% stated that social media has made them less productive (Jacobsen, & Forste, 2011).

As to the relationship between social media and grades, a study released by Ohio State University reveals that college students who utilize Facebook spend less time on studying and have lower grades than students who do not use the popular social networking sites. Moreover, according to a new study by doctoral candidate Aryn Karpinski of Ohio State University and her co-author, Adam Duberstein of Ohio Dominican University, college students who use the 500 million member social network have significantly lower grade-point averages (GPAs) than those who do not. Nevertheless, another study found no correlation between heavy social media usage and grades. There was no significant difference in grades between those considered to be heavy users of social media and those considered to be light users (Kalpidou, Costin, & Morris, 2011).

Regarding the relationship between using social media with the academic efficiency of college students, concurrent with past studies that find that online communication is linked to time spent in offline relationships, findings indicate that Social Networking Site (SNS) use and cellular-phone communication facilitates offline social interaction, rather than replace it (Jacobsen & Forste, 2011). Students commonly commented that connection should be invaluable for making friends and supporting each other (Oradini & Saunders, 2007). Furthermore, the relationship between Facebook and well-being appears to become positive over the college years, possibly because upper-class students use Facebook to connect socially with their peers and participate in college life (Kalpidou, Costin, & Morris, 2011). However, the benefits of this interactive technology far outweigh the risks. When it’s used in a positive way, it can be an extraordinary tool (Brydolf, 2007).

Computer-mediated communication allows young adults to interact over social media with family and friends. Studies have been conducted to examine how using social media and other computer-mediated communication affects communication skills (Baker & Oswald, 2010).

Baym, Zhang, and Lin (2004) studied social interactions of college students across all media. Their results indicated that 64% still prefer face-to-face interaction, 18.4% prefer the telephone, and only 16.1% prefer the internet for making social contacts. The internet interactions reported showed that e-mail was by far the most dominant form of contact, followed by chat and instant-messaging (Baym et al., 2004). Of the 51 participants in the study, 49 reported conducting their social life contacts through at least two, and often three, methods on any given day (Baym et al., 2004). Similarly, one study reported that over 27% of young adults used a social networking site every day in 2009 (Lenhart, Purcell, Smith, & Zickuhr, 2010).

Social network sites help fulfill communication needs and wants. It is a convenient method of communication and provides the ability to stay connected with friends and family, but on the users own rate and time (Urista, Dong, & Day, 2009). Users can manage their interactions within their own schedule by choosing when they want to read and respond. The internet communication is a solitary activity usually done alone. However, it is efficient because it is a one-to-many method of communication that allows users to quickly spread information.

Awoleye, et al (2005) note that social networking websites continue to grow on a huge scale with Facebook recently announcing that they have now reached over 400 million world wide users and Tweeter soon to be reaching the benchmark of 50 million tweets per day. According to him, both Facebook and Tweeter boasted a triple – digit growth in 2009 with social networking counting for 11% of all time spent on line.

* + 1. **POSITIVE IMPACTS OF SOCIAL MEDIA ON STUDENTS**

The following are the positive impacts of social media among students:

1. **Socialisation:** an important part of growing up is to socialise and make friends. The social media allow student to exchange ideas and learn new things. The more they interact, the more they learn and this will invariably result in them becoming more confident in life.
2. **Sharing knowledge:** it provide an easy and effective way in which students can share knowledge. Online data is available to all (unless the restrictions are put against the from the one who share them) students easily access the data, learn, modify (if needed) and share. Hence the flow of knowledge become smooth.
3. **Updating oneself**: what better way can students know about what is happening around the world, if not for social media Technologies? Students are able to know new things as and when it happens. This help the students update their knowledge base.
4. Students have been able to inform the public about issues using social media which brought awareness and help them solve a lot of problems.

**2.1.2 NEGATIVE IMPACTS OF SOCIAL MEDIA AMONG STUDENTS**

The following are the negative impacts of social media among students:

1. **Attention to details**: attention to pronunciations and grammar has declined drastically, due to the fact that most of the communication that happens online use buzzwords.
2. Students spend a lot of time watching screens of their technological device in a bid to get increasingly connected to new friends, friends within campus. Therefore do not spend much time together again, hence mutuality is lost.
3. The ability of students to retain information has decreases and the willingness to spend more time researching and looking up good information has reduced, due to the fact that they get use to the ease of accessibility to information on social media.
4. **Multitasking:** getting involved in activities on social media sites while studying result in reduction in focus of students’ attention. This leads to a reduction in their academic performance and concentration to study well.
5. **Reduces language usage and creative writing skills:** students mostly use slang words or shortened of words on social networking sites. They relay mostly on the computer grammar and spelling check features. Ignorantly, this reduces their language usage and creative writing skills.

**2.1.3 USES OF SOCIAL MEDIA**

Below are the uses of social media:

1. Marketing: another Twitter success story is Deu and their recent internet marketing strategy. Their outlet sites sell refurbished personal computers (PCs) and they post details about the newest ones on their Twitter feed. They also post special offer just for Twitter users and they send information about sales along with discount vouchers to their Twitter followers. This shows the power of marketing on Twitter (which is a social medium).
2. Purely personal reasons: the most common use of social media networking sites and the main reason for them existing in the first place is for personal reasons. The majority of people use social media for its original purpose, some people go simply to update status, to connect to people who share the same interest or people they have met.
3. Social media is use for communication: communication is about exchange of ideas, for example Facebook gives us the opportunity for verbal communication for the purpose of advocacy. It is all about giving ideas and receiving.

**2.2 THEORETICAL FRAMEWORK**

This research is best explained within the framework of the uses and gratification theory. Uses and gratification theory is a social psychology theory first developed by Kartz Blumler and Gurevitch et al (1974) who came up with a theoretical framework that has become a major research paradigm of social psychology.

The uses and gratification theory is a popular approach to understanding New Information Technologies. The theory places more focus on the user instead of the medium or the actual message itself by asking *what do people do with the technology* rather than *what the technology does to the people* (Kart 1959). The theory also holds that users are responsible for choosing technologies to meet their needs. This approach suggests that people use social media to fulfill specific gratifications. This theory will then imply that the social media compete against other technological tools to satisfy and develop users.

When applied to the use of social media among students and how they affect students’ study habits and development, uses and gratification theory argues that people tend to start or continue using a specific social medium due to satisfaction they derive from it. For example, students are most likely to use Facebook because it helps them in communicating to course mates, friends, dating and is cheap as well easily accessible from their mobile phones. This quest for satisfaction and development is likely to push students to frequent use.

However, this satisfaction will then depend on the need which prompted the student to use Facebook. This means that there will be no such thing as *general satisfaction derived* (or general human development) since individuals have different needs, which they turn to the media for satisfaction. However, aspects of the UN HDI will be used as well as other indices to measure how social media help or does not help in human development (university students in particular).

**CHAPTER THREE**

**METHODOLOGY**

**3.0 INTRODUCTION**

Methodology is the theoretical study of method. It is also seen as a structured set of steps, components and perspectives that people use in their research. Methodology enables the researcher present the procedure he intends to use while conducting the research. Methodology allows that researchers use the opportunity to state and outline how they wish to accomplish a research work (Blurtit, 2008 in Ohaja, 2003).

All researches are based on underlying philosophical assumptions about what constitutes valid research and which research method(s) is/are appropriate for the development of knowledge in a given study. In order to conduct and evaluate any research, it is important to know what these assumptions are. This chapter discusses the philosophical assumptions and also the design and strategies underpinning this study. In addition, the chapter discusses the research methodologies, and design used in the study including strategies, instruments, and data collection and analysis methods, while explaining the stages and processes involved in the study.

This research is quantitative in nature. Quantitative research is the controlled, objective, and systematic in gathering of data, which can be generalized to larger populations (Stacks, 2002 in Lagares and Puerto, 2010). In quantitative research works, a single reality can be measured by an instrument and relationships between measured variables are established. Also, procedures can be established and hypotheses formulated before research can begin. Quantitative research works are also characterized by the deduction making; and the researcher is ideally an objective observer who neither participates in nor influences what is being studied.

Quantitative research methods allow researchers to draw statistical inferences about a population. Researchers may conclude, within a certain confidence level (how certain they are that the results are correct), that the findings hold true not only for those surveyed, but also for the entire population within that sample frame (Broom & Dozier, 1990 in Ohaja, 2002).

This research is aimed at describing the extent to which social media affects human development of students of the Taraba State University.

One common quantitative research method is the survey. It involves drawing up a set of questions on various subjects or on various aspects of a subject to which selected members of a population are requested to react (Sobowale, 2008).

The survey sample frame defines the particular population under study (for example, all diploma students of the Taraba State University registered for the 2014/2015 academic session). The size of the sample depends on budget, and the margin of error and degree of uncertainty with which the researcher can tolerate. A larger sample increases both accuracy and costs (Williams, 2003). Survey questions must be carefully constructed. Unlike qualitative studies, quantitative research puts limits on respondents’ choices.

**3.1 RESEARCH DESIGN**

A research design is the blue print that addresses the problems of any scientific study. Ohaja (2003) notes that the research topic gives clue to the researcher’s plan that should be adopted. Hence, as a methodology, the researcher adopts the descriptive survey method. (Scandura and Williams, 2000 in Lagares and Puerto, 2010).

According to Joseph (2003) in Adeyemi and Jimoh (2010), the survey technique involves drawing up questions on various aspects of a subject to which selected members of a particular population are requested to react. To Joseph, there are four (4) key points about survey viz:

1. Survey is based on interviewing people and asking them for information;
2. Survey is done to collect and analyse social, economic, psychological, technical and other types of data;
3. Survey is done with a representative sample of the population being studied; and
4. It is assumed that the information obtained from the sample is valid for the general population.

The categories of survey under human development in this study comprise of the following (though not constants):

* Formal education
* Economic wellbeing
* Health
* New/innovative information

**3.2 METHOD OF DATA COLLECTION**

Being a descriptive study, the survey method of data collection will be used. Survey method, according to Nwagbara (2006) in Adefila (2008), is a method of research, which involves collecting, and analysing data via highly structured and often very detailed interview or questionnaire in order to obtain information from large numbers of respondents presumed to be representative of a specific population. The structured non-participatory method of data collection will also be used in the study.

**3.3 INSTRUMENT OF DATA COLLECTION**

The instrument for data collection in the study is the questionnaire. This is because it is a good instrument to seek the opinions of respondents about certain issue relating to the research problem.

A questionnaire is a special form of correspondence developed to procure authoritative information from a number of persons through the medium of well directed questions (Adefila, 2008). It is a legitimate method of obtaining information in instances where other procedures will not yield good results or will involve too much time, effort or cost. Crasswell (2003) notes that a questionnaire is a data collection instrument whereby respondents are given standardized questions to complete in written form.

The questionnaire in this study is composed of close-ended questions. Close-ended questions restrict the range of answers available to the respondent. This allows for ease of coding and gain in coding time; it also offers uniformity of responses (Sobowale, 2008). Time is a constraint to this study hence, the use of close-ended questions in the questionnaire.

The questionnaires for this research work will be self-administered (i.e. responded to by the respondents in person) because it is expected that all the students can read and write basically. In addition, the involvement of the researcher in filling of a questionnaire may affect the responses of the respondents owing to the fact that the study is a question of human development.

**3.4 RESEARCH POPULATION**

Smith (1988), cited in Lagares and Puerto (2010), noted that a population is the entire number of the target audience as defined by the aims and objectives of the study.

The population of this study covers all diploma students of the Taraba State University at 100 and 200 levels in the institution who have been registered for the 2014/2015 academic session, which number is five thousand, four hundred and twenty seven (5, 427)*.* The choice of this category of students is based on the evidence that majority of students undergoing their diploma programme will exhibit traits and characteristics and maintain lifestyles in terms of accepting, experimenting and indulging in new technologies. This means that they are most likely to subscribe to emergent technologies such as the social media.

**3.5 SAMPLE AND SAMPLING TECHNIQUE**

Sampling is a techniques which involves taking a representative portion of the population and using the data collected as research information, which result can be generalized on the entire population at the end of the study. In other words, the sample represents the entire population of study (Sobowale, 2008). A sample is a subgroup of a population. It can also be described as a representative taste of a group. Sampling is related with the selection of a subset of individuals from within a population to estimate the characteristics of whole population.

Two standard categories of the sampling method exist. These two categories are called probability sampling and non-probability sampling.

The sampling technique used by the researcher in this study is the non-probability sampling technique where the researcher employs the use of human judgment in the selection of the research sample (Adefila, 2008). The advantage of non-probability sampling is that it is a convenient way for researchers to assemble a sample with little or no cost.

Non-probability sampling is a good method to use when conducting a pilot study, when attempting to question groups who may have sensitivities to the questions being asked and may not want answer those questions honestly, and for those situations when ethical concerns may keep the researcher from speaking to every member of a specific group (Adefila, 2008). Of the many kinds of non-probability sampling techniques available, the purposive technique is adopted as the most suitable for this study.

In purposive sampling, each sample element is selected for a purpose, usually because of the unique position of the sample elements. Purposive sampling may involve studying the entire population of some limited group (directors of shelters for homeless adults) or a subset of a population (mid-level managers with a reputation for efficiency). Or a purposive sample may be a “key informant survey,” which targets individuals who are particularly knowledgeable about the issues under investigation (lms.hse.ru; UNCF, 2000; Rubin and Rubin, 1995).

The purposive or judgmental sampling method is one of the kinds of non-probability sampling techniques, which the researcher uses his or her judgment to choose respondents and select those that best meet the purpose of the study. It is a sampling method in which the researcher picks those considered to possess the required attributes or information required for the study (memoireonline.com; Babbie, 1999 in Adefila, 2008).

The units are selected from the population to answer necessary questions about a certain matter or product. The researcher is then able to select participants based on internal knowledge of the population and individual units. This method is useful if a researcher wants to study a small subset of a larger population in which many members of the subset are easily identified but the enumeration of all is nearly impossible (English, 2005).

Having been a Diploma Student of the Taraba State University, the researcher possesses enough internal knowledge about the population relating to the dynamics of social media indulgence hence, the adoption of purposive non-probability sampling technique for this study. Also, the researcher’s intent is to study social media as used by students in the university; this does not in any way suggest that every student within the institution uses social media (this is rather not the focus of the study). The study is focused on the students who use social media and whether usage of social media contributes to human development (as assumed by the researcher) based on the indices identified elsewhere in this study.

It is important to note that the sample selection method to be used for this study is selection without replacement; that is, once a unit is selected in the sampling process, it is removed from the pool eligible for future selection.

**3.6 SAMPLE SIZE**

A sample of 50 students is drawn from the sampling frame of the study representing about 1% of the entire population because it is practically impossible to investigate all diploma students of the Taraba State University because of the largeness of the population size and constraint of time and money.

A sampling frame includes the actual list of individuals included in the population (Nesbary, 2000 in Lagares and Puerto, 2010), which is five thousand, four hundred and twenty seven (5, 427) for this research work. According to Patten (2004) in Lagares and Puerto (2010), the quality of the sample affects the quality of the research generalizations.

Samples in this study are selected based on the following characteristics: faculties, diploma level of schooling and usage of any kind of social media.

**3.7 INSTRUMENT OF DATA PRESENTATION AND INTERPRETATION**

Instruments for data presentation, analysis and interpretation include the simple table of frequency, percentages and component bar charts constructed using the Microsoft Office Excel.

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND DISCUSSION**

**4.0 INTRODUCTION**

In this chapter, interpretation and analysis of data collected is presented. For the purpose of this study, 50 copies of questionnaires were distributed and all were successfully retrieved and found useful.

Collection of data in this study was based on the following research objectives:

1. to talk about the access to social media by residents of Jalingo metropolis;
2. to talk about the exposure to social media by residents of Jalingo metropolis; and
3. to examine the relationship(s) between social media and the development of residents of the Jalingo metropolis.

Data analysed are presented and illustrated with simple frequency tables as found below and in subsequent pages.

**4.1 DATA PRESENTATION AND ANALYSIS**

**TABLE 1: AGE DISTRIBUTION OF THE RESPONDENTS**

|  |  |  |
| --- | --- | --- |
| **AGE** | **FREQUENCY** | **PERCENTAGE** |
| 18-22 | 23 | 46 % |
| 23-27 | 12 | 24 % |
| 28-32 | 11 | 22 % |
| 33-37 | 4 | 8 % |
| 38-42 | 0 | 0 |
| **Table** | **50** | **100 %** |

Source: Field Survey, 2016

Chart 1 shows the age distribution of respondents. Most of the respondents were student aged 18 to 32. This shows that the respondents are young and most likely to subscribe to trends and new technologies.

**TABLE 2: GENDER DISTRIBUTION OF RESPONDENTS**

|  |  |  |
| --- | --- | --- |
| **GENDER** | **FREQUENCY** | **PERCENTAGE** |
| Male | 35 | 70 % |
| Female | 15 | 30 % |
| **Total** | **50** | **100%** |

Source: Field Survey, 2016

Table 2 presents the gender distribution of respondents. As found in the research, there were 35 males constituting 70 % and 15 females constituting 30 % of the samples. This shows that there were more male respondents in the study than females.

**SECTION B**

**TABLE 3: ACCESS AND EXPOSURE TO SOCIAL MEDIA**

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM OF STUDY** | **RESPONSE CATEGORY** | **FREQUENCY** | **PERCENTAGE** |
| Knowledge of social media. | Yes | 50 | 100 % |
| No | 0 | 0 % |
| **Total** | **50** | **100 %** |
| Ownership of social media account. | Yes | 50 | 100 % |
| No | 0 | 0 % |
| **Total** | **50** | **100 %** |
| Use of social media. | Yes | 50 | 100 |
| No | 0 | **0** |
| **Total** | **50** | **100%** |
| Frequency of usage of social media. | Hourly | 35 | 70 % |
| Daily | 10 | 25 % |
| Biweekly | 1 | 2 % |
| Weekly | 0 | 0 |
| Monthly | 4 | 8 % |
| **Total** | **50** | **100 %** |
| Purpose for usage of social media. | Academic | 15 | 30 % |
| Business | 5 | 10 % |
| Making friends | 20 | 40 % |
| Info. Gathering | 10 | 20 % |
| Others | 0 | 0 |
| **Total** | **50** | **100 %** |

Source: Field Survey, 2016

Table 3 is an elaborate presentation of data collected to examine the access and exposure of respondents to social media. The first item of analysis is to find out how many respondents know about social media. As shown in the table, all the 50 respondents (100%) have knowledge of the existence of social media. In other words, they all have exposure to social media.

The second item of analysis is to find out how many respondents have social media accounts. As shown in the table, all the 50 respondents (100%) have social media accounts. This means that all respondents in the study have access to social media.

The third item of analysis is to find out how many respondents use social media. As shown in the table, all the 50 respondents (100%) use social media.

The fourth item of study in the table is to examine how frequent the respondents use social media. 35 respondents (70%) use social media hourly, 10 respondents (25 %) do so daily, 1 respondents (2 %) do so biweekly while 4 respondents (8%) use social media monthly. This shows that most of the respondents use social media either hourly or daily with an aggregate of over 90% of the respondents.

The fifth item of study in the table is to examine the purposes for which respondents use social media. 15 respondents (30%) use social media academic purposes, 5 respondents (12.5%) do so business purposes, 20 respondents (35%) do so making friends while 10 respondents (25%) use social media to gather information. This shows that most of the respondents use social media for making friends and for academic purposes. However, friendship, information gathering and business purposes have their own fair share of the population.

The high exposure and access to social media by the students corroborate the position that university students, according to Ling (2001), are susceptible to trends, fashions and styles, which make them more willing to adopt new technology such as, cell phones and social media.

**TABLE 4: SATISFACTION DERIVED FROM USING SOCIAL MEDIA**

|  |  |  |
| --- | --- | --- |
| **RESPONSES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Yes | 50 | 100 % |
| No | 0 | 0 % |
| **Total** | **50** | **100 %** |

Source: Field Survey, 2016

Table 4 presents data on whether respondents derive satisfaction from their usage of social media. According to the table all respondents are satisfied with their usage of social media. In other words, their needs for subscribing to social media are met.

**TABLE 5: SOCIAL MEDIA AND IMPROVEMENT OF LIFE**

|  |  |  |
| --- | --- | --- |
| **RESPONSES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Yes | 50 | 100 % |
| No | 0 | 0 % |
| **Total** | **50** | **100 %** |

Source: Field Survey, 2016

Table five presents that on whether social media have helped to improve the lives and life activities of respondents. As shown in the table above, all respondents affirm that social media have helped to improve their lives.

**TABLE 6: LIKELIHOOD TO CONTINUE USING SOCIAL MEDIA**

|  |  |  |
| --- | --- | --- |
| **RESPONSES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Yes | 50 | 100 % |
| No | 0 | 0 % |
| **Total** | **50** | **100 %** |

Source: Field Survey, 2016

Table 6 presents data that answer the question of whether respondents will likely continue in their usage of social media. The responses shown above in the table shows that all respondents will most likely continue using social media. This goes a length in corroborating their affirmation that social media have helped in improving their lives.

**TABLE 7: SOCIAL MEDIA AS SOLE FACTORS FOR DEVELOPMENT**

|  |  |  |
| --- | --- | --- |
| **RESPONSES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Yes | 0 | 0 % |
| No | 50 | 50 % |
| **Total** | **50** | **100 %** |

Source: Field Survey, 2016

Table 7 above answers the question of whether social media are the sole factors for human development. As found in the study and shown in the table, all respondents disagree with the assertion that social media are the sole factors for their development.

**TABLE 8: OTHER FACTORS THAT HELP IN HUMAN DEVELOPMENT**

|  |  |  |
| --- | --- | --- |
| **RESPONSES** | **NO. OF RESPONDENTS** | **PERCENTAGE** |
| Family | 15 | 30 % |
| Peers | 5 | 7.5 % |
| Schools | 15 | 30 % |
| Church/Mosque | 5 | 7.5 % |
| Mass Media | 10 | 25 % |
| Others (Specify) | 0 | 0 % |
| **Total** | **50** | **100 %** |

Source: Field survey, 2016

Table 8 presents data on the question asked to find out other factors that have contributed to the development of respondents in this study. The table above shows that there are other factors that contribute to the development of respondents. Such factors are family 15 (30%), peers 5 (7.5%), schools 15 (30%), church/mosque 5 (7.5%) and the mass media 10 (25%).

**4.2 DISCUSSION OF FINDINGS**

This research work is aimed at analysing social media in human development. As presented in table 3, most of the students use social media heavily. In fact, the usage is 100% among the students and frequency of usage is high (hourly and daily) with an aggregate of over 90 % among the respondents while a meagre about 10 % use it bi-weekly. This heavy usage of social can be explained by the evidences as presented in Table 1 that most of the respondents that use social media are between the age bracket of 16 and 32 (a bracket most likely to subscribe to popular culture) while a negligible percentage of respondents are above such ages and may not find using social media most exciting or fanciful.

In theory, social media can be accessed anytime, anywhere through mobile devices; therefore the mobile Web occurs in more diverse contexts than its stationary counterpart (desktop computers) Kim et al (2002) and Lee et al (2005). This study has substantiated this theoretical submission by proving that mobile internet is a pervasive phenomenon among students through which social media are accessed.

The study found that while there is almost a consensus to the use of social by the students, there appears a variation as to what reasons they put them how they use them. Reasons why diploma students of the Taraba State University use social for education, entertainment, information and socialisation. Obviously, most of the students use mobile internet for educational purposes and also make new friends or interact with old friends. This can be explained by the academic nature of the study area where students are always engaged in researches. Since the study population comprises of students (who are still young or relatively young), they use social to get entertainment in order to fit into vogue and flow along with the popular cultures in terms of music and films.

Information gathering task is to collect information from multiple sources to achieve a broad goal, such as making a decision, or to collect knowledge around a topic. Sellen et al (2002) argue that the users would avoid such complicated tasks on mobile devices and postpone them until they had access to a conventional computer**.** This study is in corroboration with this submission by Sellen et al (2002) – Only a few of the respondents will use social media for information gathering.

The study has found that students of the Taraba State University turn to social media, not because there are no other available means of developing themselves, but because they are reliable in terms of cost and convenience. With this reality, the gratifications they derive from using social media are in terms of education, information, relaxation and/or socialization. This finding is not so much in contestation with the key assumptions of the uses and gratifications theory.

The study found that there are other factors which affect the development of a person. Such factors are family, peers, school, place of worship and the mass media (even though social media fall into this class in its expanded sense).

Therefore, it will be logical to conclude that the relationship between social media and human development is that of influence. That is, social media are tools (not solely) that helps one to achieve human development.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.0 INTRODUCTION**

This chapter summarises all the findings of this study. It also contains conclusion and recommendations made by the researcher.

**5.1 SUMMARY**

Chapter one gives an introduction and background of the study in which insight on the topic was given. It also includes the statement of the problem, objectives of the study, , scope and limitation of the study and the significance of the study.

Chapter two reviewed relevant literatures from different authors with regards to this study to identify different opinions on social media and human development.

Chapter three explains the method adopted for obtaining data for the study, it also discusses the techniques used in sampling opinions for the study and methods by which data are collected, presented and analysed.

Chapter four presents and analyses data collected from the field for the purpose of this study. It also contains the discussion of findings. Chapter five gives a briefing of the whole study, conclusion and proffers solutions by way of recommendation.

**5.2 CONCLUSION**

Conclusively, the social media have become a pervasive phenomenon and most wanted technologies of our age. In as much as social media are a necessary tool in society, one cannot say that they are solely responsible for human development. There are other factors or variables to consider such as family, school, place of worship, peers and the traditional mass media. Hence, the relationship between social media and human development is that of influence and not causation.

**5.3 RECOMMENDATIONS**

Based on the findings of the study, the following recommendations may be found useful:

1. The use of social media should be encouraged amongst the Nigerian populace to help every citizen access and share life-improving information which will help in developing the individual particularly and the nation at large;
2. Social media users should cultivate the habit of putting social media into good and morally standardized uses shunning immoral activities on the social media; and
3. Governments and organisations/institutions concerned should subsidize the cost of social media enhancing technologies such as cell phones and tablets to enable every person be part of the social media world.

**BIBLIOGRAPHY**

Ahmedani, M. (2009). *Digital vision: youth uses of multimedia technologies.* London: Routledge.

Adefila, J. (2008). *Research Methodology in Behavioural Sciences.* Kaduna: Apani Publication.

Adeyemi, O. and Jimoh, I. (2010). *The Mass Media and Adoption of Foreign Popular Culture by Nigerian Youths.* Journal of Communication and Media Research. Vol. 2(1).

Awoleye, et al. (2005). *A web for all reason: Uses and gratification of social network.* Retrieved from <http://www.joesblogg.com/2010/03/social/net> on 02 March, 2015.

Boyd, D. & Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication, 13*, 210-230. doi: 10.1111/j.1083-6101.2007.00393.x

Brydolf, C. (2007). Minding MySpace: Balancing the benefits and risks of students' online social networks. *Education Digest,* 73(2), 4.

Cresswell, L. (2005). *Research Method in Behavioural Sciences.* Dryden Press.

Chowdry, N. (2000). *Towards a mortif for the United Nations ICT Task Force.* Retrieved from <http://www.eb2000.org/short-note-19.htm> on 5th January, 2015.

Drew, R. & Foster, O. (1994). Cultural practices associated with IT in Zimbabwe. *JSOC Development in Africa. 11 (2) p. 234-249.*

English, L. (2005). *Public Relations Research in the Real World of Business.* New Jersey: English Communications.

Ibikeze, P. (2001). *Research Methodology in Social and Management Science.* Benin: Bunmico Publications.

Jacobsen, W. C., & Forste, R. (2011). *The Wired Generation: Academic and Social* *Outcomes of Electronic Media Use Among University Students*.

Jagboro, et al. (2003). *Youths in the Technology Culture.* USA: Scare Crow Inc.

Kaplan, A. & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons* **53** (1). p. 61. [doi](http://en.wikipedia.org/wiki/Digital_object_identifier):[10.1016/j.bushor.2009.09.003](http://dx.doi.org/10.1016%2Fj.bushor.2009.09.003).

Kaplan, M. & Haenlain, S. (2008). *An assessement of the use of social media by college students.* Retrieved from <http://www.usg.sm.au/ei/ecpb-jist/doc/18/noil/> on 18 March, 2015.

Lagares, P. and Puerto, J. (2010). *Population and Sample. Sample Techniques.* Retrieved from <http://www.mathematik.uni_klde/-mamaeusch> on 19 July, 2015.

Lee, I., and Kim, J. (2005). *Use Contexts for the Mobile Internet: A Longitudinal Study Monitoring Actual Use of Mobile Internet Services*. International Journal of Human- Computer Interaction, 18.

Lenhart, A., Purcell, L., Smith, A., & Zickuhr, K. (2010). *Social media and young adults.* Pew Internet and American Life Project. Retrieved from <http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>

Ling R. (2001). *Adolescent girls and young adult men: two sub-cultures of the mobile telephone*. Retrieved from <http://www.telenor.no/fou/program/nomadishe/article/rich/2001/Adolescent.pdf>, on 25 February, 2015 at about 5:00 pm.

McClathey, S. (2006). *The consumption of mobile services by Australian university students.* Australia College Students’ Journal . Vol: 1(1).

Maehr, W. (2007). *User Experience of the Mobile Internet*. Unpublished master thesis, Chalmers TH, Gothenburg, Sweden.

Mandel, M. (2013). *752,000 app economy jobs on the 5th anniversary of the app store*. Progressive Policy Institute. Retrieved on 4th June, 2015 from http://www.progressivepolicy.org/2013/07/752000-app-economy-jobs-on-the- 5th-anniversary-of-the-app-store/

Ohaja, M. (2003). *Foundation of Behavioural Research.* New York: McGraw-Hill Book Inc.

Pempek, A., Yermolayeva, A., & Calvert, L. (2009). College students' social networking experiences on facebook. *Journal of Applied Developmental Psychology, 30*(3), 227-238. doi:10.1016/j.appdev.2008.12.010

Prensky, M. (2001). *Digital natives, digital immigrants*. On the Horizon. Vol. 9(5).

Sellen, A., Murphy, R. and Shaw, K. (2002). *How Knowledge Workers use the Web*. NY: ACM Press.

Schill, R. (2011). *Social networking teens more likely to drink, use drugs, study finds.* Retrieved from: [http://jjie.org/teens-on-facebook-more-likely-drink-oruse-drugs-study-finds/20713](http://jjie.org/teens-on-facebook-more-likely-drink-oruse-%20drugs-study-finds/20713)

Totten J., Lipscomb J., Cokk R. and Lesch W. (2005). *General patterns of cell phone usage among college students****.*** Services Marketing Quaterly. 26(3).

Turner, A. (2003). *Sampling Strategies.* Expert Group Meeting to Review the Draft Handbook on Designing of Household Sample Surveys. United Nations Secretariat, Statistics Division.

United Nations Economic Commission for Africa (1999). ECA meeting of the standing committee in Harmonization and Standardization of information systems in Africa, Addis Ababa.

Walter, et al. (2007). *Blog use motivations: an exploration study.* New York: Routledge.

Williams, L. (2003). *Communication Research, Measurement and Evaluation: A Practical Guide for Communicators*. San Francisco, CA: International Association of Business Communicators.

**APPENDIX**

Department of Information and Communication Technology,

Taraba State University Consultancy Unit, Jalingo.

February, 2016.

Dear respondent,

**QUESTIONNAIRE**

We are final year students of the above named department conducting a research on *Analysing* *Social Media in Human Development.*

Please, you are kindly requested to complete the questionnaire attached to the best of your knowledge. Be assured that all your responses will be strictly used for academic purposes.

Thank you.

Yours faithfully,

Murphy (ID Number)

Ganduf (ID Number)

**QUESTIONNAIRE**

**INSTRUCTION:** Kindly tick [ √ ] against appropriate options.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS.**

1. **Sex:** Male [ ]; Female [ ]
2. **Age:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **Academic Level:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION B: ACCESS AND EXPOSURE TO SOCIAL MEDIA**

1. **Do you know what social media are?**
2. Yes [ ]
3. No [ ]
4. **Do you own any social media account?**
5. Yes [ ]
6. No [ ]
7. **Have you ever used a social medium?**
8. Yes [ ]
9. No [ ]
10. **How often do you use social media?**
11. Hourly [ ]
12. Daily [ ]
13. Weekly [ ]
14. Biweekly [ ]
15. Monthly [ ]
16. Others (Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
17. **What do you use social media for?**
18. Academic purposes [ ]
19. Business purposes [ ]
20. Making friends [ ]
21. Information gathering [ ]
22. Others (Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION C: IMPACTS OF SOCIAL MEDIA**

1. **Do social media serve the purpose for which you use them?**
2. Yes [ ]
3. No [ ]
4. **Have social media helped to improve your life?**
5. Yes [ ]
6. No [ ]
7. **Are you likely to continue using social media?**
8. Yes [ ]
9. No [ ]
10. **Do you encourage an increasing use of media among students?**
11. Yes [ ]
12. No [ ]
13. **Are social media the only factors responsible for your development?**
14. Yes [ ]
15. No [ ]
16. **What other factors have helped your development?**
17. Family [ ]
18. Peers [ ]
19. School [ ]
20. Church/Mosque [ ]
21. Mass media [ ]
22. Others (Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_