

**THE ROLE OF SOCIAL MEDIA IN INCOME GENERATION AMONG THE YOUTH
IN KENYA: A CASE OF SENIOR YOUTH IN FOUR SELECTED SEVENTH-DAY
ADVENTIST CHURCHES IN NAIROBI**

BY

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K50/81838/2015

**A RESEARCH PROJECT PRESENTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION
STUDIES AT THE UNIVERSITY OF NAIROBI**

2018

DECLARATION

I declare that this dissertation is my original work attained through research, learning and with the full support of my project supervisor and has never been submitted to any other examination body.

Sign **Date**

Rwanda Mutugi Stanley

Declaration by the Supervisor

This research project has been submitted for examination with my approval as University Supervisor.

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ACKNOWLEDGEMENT

I thank the Almighty God for giving me unlimited grace, means, courage, strength and perseverance to complete this research. Special thanks to my esteemed supervisor, Dr Leah Muchemi, for inexplicable support and resilience in helping me come up with a scholarly research project. My mother always called to know how far I was with my project. Thank you mum Gladys Maitha. Thanks to all comrades for whenever I consulted, you were available to help. I couldn't have my findings without informants. May God bless all who took time to fill my questionnaires as well as my interviewees who candidly and patiently answered my questions. God bless you all.

DEDICATION

I dedicate this project to my beautiful mother. You have been my sole recourse in my entire life. Your encouragement has yielded fruits; this paper it is. To my younger brother, Naaman Kinoti, to be a motivation in his studies as he prepares to take his first degree, my lovely sister Lucy Kagendo and to everyone who prayed with me and supported me in one way or another. May God shine His countenance upon you in all your endeavours.

ABSTRACT

This study sought to address the role of social media in income generation among the Kenyan youth, with the target population being senior youth from four sampled Seventh-day Adventist churches in Nairobi County. The objectives were to find out the extent to which youth are exposed to social media; to find out the dominant uses which the youth make of social media and to find out the extent to which the youth use the social media to generate income. The study used descriptive survey design to collect data on the role of social media in youth economic empowerment. The target population was the youth aged 19 to 34. A sample of 162 youth was studied for generalisation. The four churches: Newlife church, Nairobi East church, Kibera church and Mathare North church, were purposively sampled since they had the highest number of young people under study in Nairobi County. A total of 158 questionnaires with both closed-ended and open questions were distributed to the young people, systematically from the four churches. Four key informants, who were sampled through snowballing, were interviewed. The four comprised those who had or were using the social media to earn money. Uses and Gratification and Technological Determinism theories were employed to elucidate how the variables were related. The researcher used descriptive statistics to analyse and present the data in frequencies and or percentages. Multiple methods of data collection and analysis were employed to attain reliability and internal validity. Content analysis was done to analyse qualitative data. Percentages and frequencies were used to summarise data into meaningful form. The findings were presented in frequency tables and narratives. Conclusions were drawn from the study findings and recommendation and suggestions for further studies made. The study results revealed that 61.4% of the youth are unemployed and that 95% of them use social media. Though these youths are aware that social media are powerful tools for economic empowerment through income generation, and that they know ways through which income can be generated through social media, few have harnessed this opportunity and that they have persistently continued to use the social media for chatting and other activities that do not generate income. This leaves many still unemployed. As a result, the study recommended that institutions such as the Ministry of Youth and Sports train youth on use of social media as entrepreneurial tools. Further, universities and colleges could offer courses on use of social media as a source of income. The youth should also seize the opportunities in social media and engage more in activities that are income generation related. This will close the unemployment gap.

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LIST OF ABBREVIATIONS AND ACRONYMS

SM – Social Media

SNS – Social Networking Sites

U & G – Uses and Gratification

TD – Technological Determinism

S.D.A – Seventh Day Adventist

C.K.C – Central Kenya Conference

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter gives the background information to the research and highlights the problem statement, research questions and objectives along with rationale and significance of the study. Lastly, it looks at the scope and limitations of the research.

1.1 Background

The purpose of this study was to find out the role of social media in income generation among the youth in Kenya with a focus on senior youth from four sampled S.D.A churches in Nairobi County. Several factors have caused the high growth rate of SM such as increased availability of broadband, enhancement applications, and invention of more effective mainframes and cellular devices, increased consumption of SM by youths, affordable computers and applications, and increased interest in making money through social media sites (Michael, 2012).

According to Facebook business release (2014), a hundred million people visit Facebook each month in the African continent, 80% and above on mobile phones. Further, the report announced that people in Africa use Facebook to connect with others like family members and acquaintances, to find out what is happening in the world around them (surveillance) and to share personal matters. With the remarkable swing to mobile happening in developing countries, this transition means connectedness – to people, businesses (and customers) around the world. For brands, the capacity to network with people on their terms, on mobile, translates to a new chance to bring value to both consumers and advertisers. The youth therefore, being among the greatest consumers and users of social media, have a great opportunity to brand themselves fit for any job that comes their way.

According to Madden and Smith (2010), search engines and SM take a key role in creating and building one's character, and users modify their approach as they can determine what to put online, who to see their posts as well as what to pull down. This means that social media presents a golden chance for the jobless youth to brand themselves for the market. People can now commit to an employer that is keen on their online presentation as co-workers and

business competitors monitor one another. Further, research has it that online there is an increase in monitoring people's reputation online: 57% (up from 47% in 2006) of adults use search engines to get data concerning themselves (Madden & Smith 2010). Moreover, it postulates that monitoring other people's digital footprints is now much more common with 46% of internet users finding people's past info, up from 36% in 2006.

Now that SM is gradually becoming eminent in youths' lives, it is important to figure out how this may affect them, and especially in terms of economic empowerment. Nadkarni and Hofmann (2012) posits that two reasons trigger the use Facebook: wanting to belong and present the self. Furthermore, Hancock and Toma (2013) found that Facebook can help you satisfy your need for self-integrity and self-worth. A Pew Research established that people use SM to remain connected to family and friends. Other reasons include need to meet and keep new friends, reading celebrities' posts, and looking for romantic partners (Smith, 2011). If these are the primary reasons for social media use among the youth according to the research, then we would conclude that they rarely use the social media for economic empowerment. This is a gap that the research failed to address.

The UN defines youth as those between the age of 15 and 24. The Kenyan constitution profiles them as those between 18 and 34 years of age (GOK, 2010). Due to these varying classes of youth, this study classified youth as those aged between 19 and 34 hence accommodating the two categorisations. This cohort (19-34) is characterised by four groups: those that have completed their secondary education and are waiting to join college, those that are in various institutions of higher learning, those that have graduated from institutions of higher learning and are waiting to earn themselves jobs, and graduates who are working.

Meredith, Bronwyn, Jeanne, and Parrish (2013) break down youth empowerment into three components: Individual empowerment: both adults and youth acquiring competencies, taking charge, increasing know-how and developing significant knowledge to effectively work together efficiently for the advancement of institutions, Organisational Empowerment: units offering (and benefiting from) the chance for youth to obtain the proficiencies necessary to take charge over their lives, give options to provision of service, as well as influential entities that take part in policy making, and Community Empowerment which refers to efforts geared towards improving the society/community, react to threats to quality of life, and provide for participation of the citizen. The main focus in the paper however is in line with the first cog.

One key challenge that the youths are grappling with is unemployment and underemployment. According to African Economic Research Consortium (AERC) seminar report (2013), developing countries have high self-employment rates of up to 36.8% of which 47% is in Africa and high level of unclassified workers, contributing family workers and cooperative members up to 17% with 23.2% in Africa. These are worrying statistics. Concerning the youth, the report postulates that the lack of employment among the Sub-Saharan youth in Sub-Saharan Africa ranks high globally. Unemployment rate among the youth in Sub-Saharan Africa is three and half times higher than the adults', hence the comparative detriment of this group in the African job market (AERC Seminar Report, 2014). In such countries as Kenya and Mozambique, lack of the unemployment among the youth may be above 30% especially in the urban (ibid).

Sixty percent of youths between 18 and 29 years old receive or send messages a day (Horrigan, 2008). In 2009, statistics showed that the use of social networking sites is escalating more than any other forum (Nielsen, 2009). According to Walker and Raynes-Goldie (2008), social change can only occur if people, information and tools are available to crusaders. Young adults between 18 to 29 years are the most likely to use SM (Pew Research, 2016). Tools such as mobile phones and SNS offer these crusaders access to helpful resources. People can participate easily. It also reduces the non-financial costs and improves participation quality as well as enhances the kinds of advocacy undertakings in which they engage (DelliCarpini, 2000).

In Kenya, Awiti & Scott (2016) postulate that as at 2016, the greatest concern that the youth would want addressed by the government is unemployment, which stood at 63%. Overall unemployment among youth was 55%. Youths without tertiary education had the lowest employment rates (15%). Comparatively, 32% of those with tertiary education were not employed. For every 2 graduates, one was not employed and only 1 out of 5 graduate youth were self-employed (ibid). This is a worrying trend hence the need to empower the youth or to explore the various ways to empower them so that they can be self-independent. This economic empowerment is possible through the most available and cheap means: the social media.

Sub-Saharan Africa has the highest number youth in the world (World Bank, 2006; Valle, 2012 Benthurst Foundation, 2011). Most populations in many Sub-Saharan Africa countries comprise more than 60% of people less than 25 years old (World Bank 2009). As the largest age

group, the youth carry the face of their countries or of the continent and so are a great treasure. AERC Seminar Report (2014) states that:

“The youth is an asset for Africa. Young Africans are dynamic, vibrant, resilient and entrepreneurial. The African youth population is projected to expand rapidly, surpassing that of any other continent in the world in the coming few decades. Once empowered, the expanding youth populations will be Africa’s strength in the global economy as populations in the rest of the world age” (P. 19)

The median age of the Kenyan population is approximately 19 years, and about 80% of the population of Kenya is under 35 years. To a large magnitude, the future of Kenya lay squarely on the youth (Alex and Bruce, 2016). In fact, youth under 30 years embody more than 77% of the population of the nation (UN-Habitat, 2014).

Whereas the percentages are low, it can be reasoned that the use of SM is becoming more and more significant in developing countries (Thompson, 2008). Kenya is a developing country. In fact, as Ephraim (2013) puts it, SM use in African countries is on the rise with the young people on the lead as active users. Moreover, this use of the SM is growing especially among the urban dwellers of the developing countries (Wyche, Forte & Yardi, 2013). The fact here remains that most of the youth can acquire the basic means of communication; the mobile phone. Many of these mobile phones are internet enabled. Moreover, some youths access the internet through the use of computers either at their work places, in computer labs for those in school or in cyber, while others use I-Pads.

The highly used social media are Facebook, WhatsApp, text messaging, YouTube and Twitter. The nerve-wracking truth however is that most of these youth use the social media for socialisation rather than networking for development. If well used, social media can be a powerful tool for empowerment. This empowerment will be a catalyst for development among the youth. According to World Bank, empowerment can be understood from the following elements: inclusion, participation and information access. If well used, social media can give voice to the youth, increase participation, influence decision makers to create new channels for offline youth engagement and share information and generate content relevant to their lives. SM is also a road to the politicians, bringing them down from their high positions and getting them closer to people, particularly when they obtain answers to some of the pertinent questions they have.

This paper therefore sought to answer the mind boggling questions on how social media can be a sharp arrow in the hands of the young people, to shoot dead unemployment, information poverty, the economic imbalances and the political marginalisation.

1.2 Problem Statement

Statistics show that the developing world population is progressively urban and young. Today, young people (aged 15 to 24) are 1.2 billion and above with an approximately 87 percent living in countries that are developing (Daniella & Campbell, 2013). In Kenya alone, about 80% of the population is below 35 years. Many of them can access the internet and that they spend lots of time in SM. In 2009, the youth spent 15.8 % of their time on SNS every time they used internet and by 2010 it had risen to 22.7 percent (Nielson, 2011). The youth suffer from unemployment and underemployment.

When it comes to ICT, the youth spearhead its usage especially the new media that entails the use of the cell phone and internet. They form the biggest group which uses social media: Facebook, Twitter, Instagram, WhatsApp, Pinterest, YouTube and text messaging. However, most of these social media are used as socialisation avenues instead of harnessing its full potential to help them rise above the mentioned challenges. According to Davis and Cranston (2008), SNS play a crucial role in many youths' lives presenting them with both prospects and dangers. This means that the youth can use the social media as a transformation tool; to change their lives.

Njoroge (2013) opines that SM is a precious tool due to advancement in technology despite the fact that the youth today misuse it. Agreeably, many jobless young persons will spend more time socialising on SM instead of using the opportunity to establish job networks. Research has revealed that SM users, majorly young people, join SNS to ensure strong ties with friends, expand their network through new friends as well as meet new people (Valenzuela et. al., 2008; Acquisti and Gross, 2006).

Chatting has grown to become a major preoccupation of many a youth. Rarely will you find a young person with a phone without using it; either sending a Short Message (SMS), sending a message on WhatsApp either to a group or to an individual, tweeting, liking posts on Instagram or even face booking. Social media has reduced the once social being into an anti-social one.

It is this that necessitated this research to find out how these sites can be used to empower the vulnerable youth. Conducting this study would help in discovering the uses the youths put on social media and how those avenues can be turned into empowering tools to help the youths determine their lives. This study therefore determined to finding out the role of social media in income generation among the youth in Kenya. If this problem of use of SM for non-financial gains is not addressed, there is a likelihood of more crime gangs springing up, more youth getting involved in drug abuse as well as increase in cybercrime due to joblessness.

1.3 Research objectives

1.3.1 Overall objective

To find out the role of social media in income generation among the youth in Kenya.

1.3.2 Specific objectives

1. To find out the extent to which youth in Kenya are exposed to the social media.
2. To determine the dominant uses which the youth in Kenya make of social media.
3. To find out the extent to which the youth in Kenya use social media to generate income.

1.4 Research questions

1. To what extent are the youth in Kenya exposed to the social media?
2. What are the dominant uses that the youth in Kenya make of social media?
3. To what extent do the youth in Kenya use social media to generate income?

1.5 Rationale

Kenya's population comprises mainly of the youth. The average age is approximately 19 years, while about 80% is under 35 years (Awiti & Scott, 2016). A Consumer Insight Research (2013) revealed that 2 of 3 youth in Kenya own either a mobile gadget or can access one. Further, internet access through mobiles cuts across all ages at 90 percent. Daniella Ben-Attar and Tim Campbell (2013) opine that of those online, the youth take the lead across the globe. They further argue that low cost cell phones are the catalyst of internet use among the youth.

According to the Consumer Insight Research (2013), where Kenyan youth are concerned, the use of the internet is low among the preteens and gradually rises with age, with the post-teens being the most users. It further shows that the Kenyan youth characteristically access the

internet almost four times a week. Mobile phones have turned out to be the most widespread form of modern ICTs. It is easier to access the social media through the mobile phones as most, especially smart phones, support social media applications. It is therefore important to find out what kind of uses the youth make of the social media and how those uses can be avenues of income generation.

1.6 Significance

The findings of this research will be of great importance to other scholars in the field of youth, social media and economic empowerment. It will help them identify the gaps that still exist in this study, that need further research. Reference can also be made to this research by scholars.

It will also be valuable to policy makers especially in the Ministry of Public Service, Youth and Gender Affairs when coming up with youth empowerment programs and policies. The findings will help them identify the opportunities that exist in the social media and can use such avenues to empower the youths by coming up with programs on social media.

It will also help the youth discover the opportunities available in social media. This will help them use the social media more effectively to develop and to change the society for their good.

1.7 Scope and Limitations

The research took place in Nairobi county in four sampled Seventh Day Adventist Churches (Nairobi East, Kibera, Newlife and Mathare North), with a focus on the youth aged between 19 and 34. Logistical problems which include the time that was taken to interview as well as apathy of respondents was encountered with perseverance from the part of the researcher which called for allocation of enough time for data collection. Financial constraint was also experienced since the study involved production of enough questionnaires, travelling to the churches which are placed far apart in different corners of Nairobi as well as travels to meet the interviewees.

1.8 Operational Definitions

Role: The purpose presumed by a person or thing in a given setting.

Social media: These are sites that allow users to create and share content or take part in social networking. They include LinkedIn, Pinterest, Instagram, YouTube, WhatsApp, Facebook and Twitter.

Income: The flow of cash or cash-equivalents received from work (wage or salary), capital (interest or profit), or land (rent) or the maximum amount an individual can spend during a period without being any worse off according to economics.

Income generation: Gaining or increasing income

Youth: Anybody between the age of 19 and 34 years.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter is an extensive literature review that aims at examining what other people have talked about in the study area. It exemplifies the social media; how it developed and what various scholars have found out concerning it. It also explains the meaning of empowerment through scholars' eyes, youth and empowerment and how the youth, through various studies by other researchers, have used or use SM for their economic empowerment. Moreover, it discusses the theoretical framework that provides the lens for this study.

2.1 General review

2.1.1 Social Media

There is no recognisable definition for social media (Jacka and Scott, 2011). For them, SM is a set of technologies based on the web which aid people to be both consumers and creators of content. According to Merriam-Webster (2014), SM is defined as electronic communication forms by which users form online groups in order to share ideas, messages, information among others. It may also refer to a variety of mobile and internet-based services that allow one to participate in conversations, contribute by joining online societies or creating content (Michael, 2012).

The knowledge of the social media attribute is critical in understanding how particularly it can be used for social change. Michael (2012) postulates that

“With attributes that can affect the way people interact online, social media opens up new ways for collaboration and discussion. One of these is persistence, meaning that a great deal of content posted on social media sites may remain there permanently by default. Other characteristics are replicability (content can be copied and shared) and searchability (content can be found easily using online search tools). The characteristic of accessibility is also important: social media can be used anywhere, at any time, where an internet connection is available” (P. 2).

The rapid growth of SM has been due to several factors such as technological factors like readily available broadband, the development of more powerful computers and mobile devices

and the improvement of software tools), social factors such as the quick uptake of SM by youths and economic factors like people affording to purchase computers and the fact that interest (commercial) in SM has increased (Michael, 2012).

We need to understand how the use of SM may affect the youth as the prominent users. According to Nadkarni and Hofmann (2012), people use Facebook due to the need to fit in as well as self-presentation. Furthermore, Toma and Hancock (2013) found that Facebook profiles help to fulfil individual person's want for self-worth and self-integrity. Moreover, according to a Pew Research staying in touch with family as well as friends is the most popular reason for SM use. Other reasons include looking for romantic partners, reading comments of politicians and celebrities and making new friends (Smith, 2011). Not one of these reasons is geared towards income generation. However, they can be turned into useful forums to network for job opportunities, advertise a product or make groups of business like-minded persons.

The five most popular SNS are Facebook, LinkedIn, Pinterest, Twitter, and Instagram. Facebook is top with 71 percent of adults online (Smith, 2013). Facebook's users are both copious and very active and absorbed, 63% visiting the site at the least once a day and 40 percent doing so many times all the day long (Smith, 2013). This could be due to the increase in mobile usage of SNS. Many SM users depend on their mobile to visit their preferred sites. Three hundred million users of Facebook use mobiles only (DeSilver, 2014). The penetration of the internet and the mobile in Kenya ranks among the top in Africa at 58 and 83 percent respectively of the total population (Sofia, 2015). Since the mobile phone (internet enabled mobile phone) is affordable to many young people, it makes it even easier for them to do their online business at the comfort of their houses or wherever they are.

Veil, Buehner and Palenchar (2011), in citing Mayfield (2006), posit that social media is at the centre of human communication because of its participatory nature, conversation, connectedness, openness and community. It means therefore that social media provides a public sphere, where people can form groups where they can voice their opinions or share developmental ideas that can bring social change.

At the present, technology has become integral in people's lives with the aid of mobile networks and the internet through which people can communicate world over in real time (Jantti P. 2015). The internet can be used to search information online as well as create new information. SM sites like Facebook, Twitter and blogs offer people a chance to schmoose and

together create information. In 2012, approximately a quarter of the internet users in the world were using Facebook (Internet world stats, 2012). Facebook use in Africa has augmented despite lower rate of penetration compared to other continents like North America or Europe, what Essongou (2010) calls 'social media boom' especially with the increased mobile internet use. The use of SM, despite low percentages, is gradually becoming important in third world countries (Thompson, 2008) and as Ephraim (2013) argues, this usage is high among the youth. This is for the bare fact that the youth are the most vibrant and explorative group as if weighed against all other age groups.

Kenya ranks twenty first population in the world that is most connected with 26.1 million internet users. Out of these, 99.9 % use their cell phone data to connect to the internet. Wyche and Yardi, (2013) note that urban dwellers use SM more especially in developing countries. The Kenyan youth under 30 are above 77 percent of the population of the (UN-Habitat, 2014). It is therefore relevant and important to study SM use among the youth in Nairobi, one of the largest cities in East Africa.

2.1.2 Empowerment

According to Rappaport (1984), empowerment is a process by which people, as well as organisations and communities acquire power their lives. It also refers to individuals, families, organisations, and communities acquiring power economically, politically and socially (Rappaport, 1984; Rappaport, 1987 and Zimmerman, 2000).

Zimmerman (1995) explains that psychological empowerment works through intrapersonal, interactional, and behavioural components. Intrapersonal part is where it addresses how individual people think about themselves which includes self-efficiency, competence, motivation to dominate and professed control (Zahniser and Zimmerman, 1991). The interactional part evaluates how people comprehend and connect to their social environment. Interactional features address the potential of a person to cultivate an analytical comprehension of the potencies that shape their surrounding and awareness of the resources needed and techniques to reach the resources for social change. In essence, if young people can understand the opportunities in social media and know how to make use of those opportunities, then they will at the end be job creators and not job searchers. Interactional features include the role of collectives in communal life, solving problems and critical awareness (Kieffer, 1984; Zimmerman, in press, 1995).

The behavioural constituent entails actions addressing contextual needs. Depending on the situation, actions that empower can vary from individuals adapting to unfavourable conditions not flexible to change, to working with others in a voluntary organisation to change how community resources are distributed. Concerning formation of network, Harcourt (2002) stated that a strong support layer is being built by women through the internet from social crisis and great need moments to safer places where people can discuss their personal struggles and share solutions. Equally, the youth can form support groups for development. It has been noted that through the internet, people can empower themselves by creating a democratic society where each person's voice can be heard (Giroux, as cited by Rehm, 1999). Qualitative changes can be caused by information shared over the internet (Naziat, 2009).

2.1.3 Social Media and Empowerment

Social media, in other words Web 2.0 and social networking, refers to a collaborative platform that produce and shares media content and provides an avenue for community networking. The different users of the different SM can share their encounters and opinions. Thus, an open and creative communication between users is established that promotes the sharing of knowledge among the users (Jagongo and Kinyua, 2013). In fact, the knowledge shared can be an asset to pushing one to become better at what they do. As a matter of fact, the internet possesses an incredible potential when it comes to achieving and realising social empowerment and equity that aim at improving daily the lives of the marginalised population in the society (Mehra, Merkel, and Peterson, 2004). The different online avenues such as YouTube and Facebook have become part and parcel of our lives more so for the youth all over the globe (Chan and Holosko, 2016). An international survey by PEW Research Centre (2012) reported that the use of social media was more rampant with individuals below the age of 30 than those who were 50 years and above.

Many of the youths who use the social media access the internet either through the computer or their mobile phones. In fact, the phone is a very powerful tool for empowerment considering that a high percentage of the youths own one. Furthermore, PEW Research Center (2012) also noted that approximately 60% of smartphone owners regularly visited various social media platforms whenever they used their phones.

Cell phone use can translate into social capita (Kim, 2015), whereby ‘social capita’ are the valuable social networks, contacts and connections among persons through which individual productivity is increased (Putnam, 2000). What this implies therefore is that if well managed or used, the social media can transform the lives of the users, and especially that of the youth. A study by Househ, Borycki and Kushniruk (2013) on ways to empower patients through the use social media (by reviewing both the merits and challenges) reveals that the social media has positively impacted the various patient groups that are created for health purposes. This is an indicator of the power of media in changing the lives of people.

A literature review indicates that the social media usage by various indigenous groups is aimed at empowering people. This is achieved primarily through networking and connecting to other groups (Sánchez, González and de los Santos, 2011), managing and sharing knowledge (Futrelle, Arobba, Craig, and McGrath, 2010) language and cultural revival (Stokes and Huaman, 2011), creating identity according to Goodwin (2011), and also activism (Soriano, 2011). One of the main benefits of the SM to such indigenous groups is in the avenue it creates for connecting them to one another at all times. Notwithstanding the issue, the indigenous communities are able to share experiences in a collaborative manner that tends to strengthen them (Cook & Hobson, 2011), in addition to this, social media helps in creating the solidarity needed for their various indigenous movements (Preston, 2013). Arguably, these groups and movements can be catalysts for action or can be avenues for sharing innovative ideas that can bring about social change. The youth form groups where they can share business ideas, network with others for link for job opportunities or create content that can earn them money through blogs or YouTube.

In other sectors, social media has also played a big role as an empowerment tool. It is a developing phenomenon that has brought with it a visible change in how people operates business. Today, almost all businesses are able to access resources be it human or otherwise that were impossible or unavailable to them. Social media has also helped businesses to improve their worthiness, to expand their market, to improve on their strategies and to also access more suppliers. Thus, it has turned out to be paramount for both owners of businesses and advertisers to comprehend how SM works and more so how to use it (Jagongo & Kinyua, 2013). This is because the importance of SM as a communication and marketing tool in any business cannot be overemphasised.

Furthermore, research focusing on the impact of social media on the lives of the youth globally has really grown (Pfeil *et al.*, 2009; Boyd, 2014;). The existing relationships between friendships both online and offline, how people portray themselves online, how they create and maintain social relationships through networking have been the main area of focus (Ellison *et al.*, 2007; Valenzuela *et al.*, 2009). In addition to this, many researchers have also been interested in risks posed by social media such as cyberbullying (Li, 2007; Wang *et al.*, 2009). Nevertheless, a study by Zhang and Leung (2014) indicated that most of the investigations involving social media concentrated more on the white population and among university students. Thus, there is almost nothing known about the effects of social media among poor population or other ethnic and racial groups. These groups might offer a different insight on how they are impacted by social media. This is primarily because most of them tend to remain indoors to avoid dangers and insecurities outside (Holt *et al.*, 2009; Jarrett, 2003). Therefore, social media may play an important role by offering a hiding place for the young people living in disadvantaged areas. However, this hypothesis is yet to be tested and then published.

According to Oldenburg's (1989) views in "The Great Good Place", there is a "problem of place" that is experienced by the urban youths living in disadvantaged neighbourhoods. He states that this problem posted by place was initially created by residential development patterns and consumer culture. Wacquant (2010) noted that systematic development, lack of employment opportunities and high poverty rates are among the various factors that contribute to the creation of a "problem of place". Consequently, many young people living in these regions that are characterised by drug abuse, violence and insecurities lack a safe place where they can connect with their peers. According to Oldenburg, these areas are void of important "third places", such as community centres or coffee shops which normally provide refuge avenues and places where they can meet to connect and reenergise. Thus, social media provides a platform for the youth in disadvantaged areas to revitalise and connect with their peers without the physical 'third places'.

In 2006, the term "digital third space" was introduced and adopted by Soukup, to refer to computer interface environment. This "digital third space" has similar characteristics to the Oldenburg's concept on time and space (Kendall, 1998; Soukup, 2006). The Soukup "digital third space" offers personal and collective good that contributes to sense of connectedness and also a feeling of belonging to an individual and the community at large. More so, it also promotes civic responsibility, maintenance and community revitalisation (Soukup, 2006). In

essence, these spaces exist within the communities and can be accessed easily by those who are in need of them. They are always welcoming and they are designed to make the users to feel welcome and connected in a way that demotes the computer generated environment to feel secondary. Earlier research on “digital third place” shows that these places can and have replicate characteristics of the “physical third spaces” (Kendall, 1998; Soukup, 2006; Steinkuehler and Williams, 2006). Thus the question, how is the digital third space used by the youth in urban areas and how are they benefited or what risks do these spaces expose them to?

2.1.4 Youth and Empowerment

The youth need to be independent of financial aids and make their own money. Youth empowerment is a process of youth gaining the ability, power and decision making and make change in their own lives and those of others (Vavrus and Fletcher, 2006). The young people need the skills to influence their lives and those of others lives. Being the largest group in the Kenyan population, they can act as the change agents in the society.

When young people accept that there are choices to make in life and that they can create the choices and know the repercussions of those choices, they are empowered and this can be done through creating and supporting enabling conditions for the youth to act.

Youth empowerment can be individual, organisational and community empowerment. For this study, focus was on individual empowerment; young people acquiring proficiencies that increase their awareness in such a way to be able to ask informed questions and work together (Meredith, Bronwyn, Jean and Parish, 2013). For a change to occur in society, it begins with an individual. Then it will grow into the society through social learning and finally the whole society is transformed. When a young man or woman is empowered, the organisation or the community is empowered.

2.1.5 Youth and Social Media

With domestication of technology, the youth have turned out to be the pace setters in its use. Despite the fact that any person can access SM, the youth still lead in its use. SM help the youth to not only discover themselves but also the world around them. And as Asthana (2006) indicates, they learn technical production, reporting and writing skills as well as development and analysis of media content which is closely linked to the process of media literacy. The skills learnt here can be turned into sources of earning.

The old generation cannot keep up with the pace of the youth in the use of technology; in fact, the youth spearhead the use of social media a premise supported by Smith (2013): that 84% of youths use Facebook. In assessing youth participation in media, Asthana (2006) postulates that the current young people's generation live in a world of technological advancements as opposed to their antecedents. From this argument, any person, who has witnessed the technological advancements especially the mobile phone and the social media, will attest they have highly transformed the way the society operates today. The world has become a global village.

Nothing can be more thrilling to the young people than the emergence of the SM that offers a platform to the youth to link up with people that are physically absent. In fact, Carlson (2006) argues that the young people are into the SM due to its interactivity as compared to the traditional media. This is because it has given them a voice that for a long time has been muffled. The changes in technology have enhanced global flow of information opening up transnational markets for global media companies. This is because, as Buehner, Palenchar and Veil (2011) argue, human communication is the centre of social media. The youth are constantly using the media to connect with the outside world.

Deuze (2011) postulates that the use of media unconsciously in societies saturated with media is growing yet its implications are not fully understood. Young people are among the primary users and consumers of media texts. They also contribute heavily in generating content in various forms of media on internet platforms. As a medium of communication, the SM is an important avenue for harnessing opportunity for social change. Checkoway et al. (2006), argue that the youth are increasingly forming action groups, organising their own programs and defending their interests. They train others and offer services of their choice. Such efforts express the view of youth as resourceful, contrary to the news media portrayal of them as poverty victims and societal problem. This youth resourcefulness, however, will depend on how the youth use the social media. They can be resourceful if they be on the giving end other than the receiving one. This is to mean that they, through the social media, can contribute ideas that can bring positive change to the society; create jobs for themselves and for others or even mobilise the fellow youth for action to boost both the society and themselves.

2.1.6 Youth, social media and empowerment

As discussed earlier in this literature review, Social media is very common among the youth and is an important tool for youth empowerment. Many researches have focused on youth and participation, youth and democracy and youth and advocacy. Kenya leads in SM usage in east Africa (Jantti, 2015). In a similar view, Portland (2014) states that regardless of being a developing country, Kenya is among the countries in the lead in SM usage in East Africa. From these findings and with the Kenya's high rate on unemployment among the youth, it places the Kenyan youth at a better position to use it to create jobs for themselves. According to Janti (2015), little emphasis has been put on developmental aspects of SM especially when it comes to research. This is an indication that there is need to pay attention to how SM has been or can be used to cause social change in the society and more specifically on the youth economic empowerment. How much does social media contribute to development?

Of concern is the use that these youth make of the social media. One would want to know whether they use it for their own benefit, for instance to empower themselves in various aspects of life such as job creation, advocacy, participation and knowledge acquisition. Notable is the fact that people use SM and particularly SNS such as Facebook for many reasons. Waller (2013) identifies that the youth use the social media in making friends, expressing one's feelings, commenting, uploading videos or pictures, sending links and messages, creating events and inviting people and forming groups of people with a common vision.

Wyche et al. (2013) established that youth who live in informal settlements used Facebook to chat, read news happening around them, look for romantic partners as well as involved themselves in income generating activities. They further found out that actions that could bring money were very crucial for most users. According to Macleod (2014), participative technology such as SM have the ability to affect people's actions. Christensen (2011), states that political actions are driven more by the technology and so the media is a crucial tool for engagement. The democratic space created by the new communication technologies needs to be harnessed by the youth. Social media mobilises the youth and individuals with a lower socio-economic status compared to other channels (Steen-Johnsen, Enjolras, and Wollebæk, 2012). Forbrig (2005) claims despite the mushrooming of the public sphere, still few youths participate. Despite the fact that SM offers a forum for people's voices to be heard, only those that can access media can harness the chance (Thompson, 2008). This however depends on one's

knowledge and skills on how to navigate the tool for his/her own benefit. If one has the skills and the techno-how, they have the power. This power must be well used. Otherwise said, power lies in the hands of them that can access the networks and as such may dominate those who don't (Thompson, 2008) hence creating inequality (Thompson, 2004; Wilson, 2004).

In terms of use, there exist differences among the groups of social media users. For instance, in his research, Jantti (2015) found out that youth from the middle class use a number of platforms for specified purposes. This digital split is closing up but another one relating to technical know-how from different social classes may come up. People from high and middle classes are likely to have an added advantage from those of low class because of exposure and availability of resources (knowledge gap). Besides, although SM is mainly used for information, social and leisure reasons, it may show different political participation and civic forms (Jantti, 2015). They have created forums through which the youth can participate in day today running of the government.

In order to profit from social media, people need to know how to use technology especially in online navigation (Jantti P. 2015). More emphatically, digital capital needs to be part of the common comprehension of social capital (Stern et al., 2009). The skills in internet use differ from youth to youth though the youth in general are more skilled than the older generation (Hargittai, 2010). Geographical region and socioeconomic status explain the variation in usage and digital proficiency among the young users (Stern et al., 2009, Stern and Adams, 2010).

The principal idea according to Hargittai (2002) is that different levels of expertise among people especially in internet use explain why they cannot equally take advantage of it. According to some, digital divide can be looked at from three inequality levels which include access, propensity to take advantage of the technology and skills (Stern et al., 2009). There are youth who cannot access the social media probably because of socioeconomic factors, others access it but lack skills on how to use them, while others can access, have the skills but do not use them for their advantage. One can be said to have online skills if he or she can effectively and efficiently look up info on the net (Hargittai, 2002). Others call this digital literacy.

“A person's ability to perform tasks effectively in a digital environment, with “digital” meaning information presented in numeric form and primarily for use by computer. Literacy includes the ability to read and interpret media (text, sound, images), to reproduce data and images through digital manipulation, to evaluate and apply new knowledge gained from digital environments (Jones-Kavalier & Flannigan, 2006, p. 9)”.

According to Communication Authority (2014) about 57.1% of Kenyans have access to stable internet. The access rate is much higher in urban cities like Nairobi (Cheruiyot, 2010). However, the introduction of inexpensive mobile phones has helped greatly in the bridging or increasing the number of individuals who can gain access to the internet (Kaplan & Haenlein, 2010). A report by Chac and Kim (2013) showed that the stationary internet such as personal computers differ from the mobile internet. Firstly, the mobile internet was found to be more private and personal compared to the stationary internet. Secondly, it was also observed that it is easier to access the internet instantly through a mobile phone regardless of the time and place. However, the mobile internet offers a limited level of resources that can be accessed (Chac & Kim, 2013). In addition to this, the mobile internet connectivity can in most cases be compared to the computer internet in terms of reliability and speed (Akpan-Obong, Alozie and Foster, 2011)

Nevertheless, smart phones present a cheaper alternative to personal computers. This alternative however is still not accessible to many people in the country (Alozie, Akpan-Obong, & Foster, 2011). Furthermore, these phones are more popular to the marginalised youth primarily because they are affordable, easy to use and also portable (Akpan-Obong, Alozie and Foster, 2011; Marschalek and Unterfrauner, 2009). This therefore has seen the exponential growth of internet use among the youth. As a matter of fact, the mobile phones can now be used almost anywhere in the planet including the many countryside areas in Africa (Akpan-Obong, Alozie and Foster, 2011). According to some studies, it has been found that although the SM are not the real causes of any revolution, they play a critical role by offering a platform for it (Williamson, 2011; Khamis & Vaughn, 2011).

With the increased access to mobile internet, which can happen anywhere and anytime, it means that there is increased power through acquisition of knowledge and peer sharing. The youth from any corner of the world; rural or urban, local or abroad, can interact with others and can access any information online. The sharing of different views in itself is an asset to opening up of one's way of thinking as a result of constant exposure to ideas of people from vast backgrounds. This is an opportunity for empowerment.

2.1.7 Knowledge gaps

It is apparent from the reviewed literature that for the researches that touch on social media, much attention has been put in understanding the commonly used SM and the reasons for

such use, SM and behaviour change, social media and socialisation as well as how it impacts in business. When it comes to youth empowerment, much attention has been given to the participation of the youth. That is empowering the voice of the youth through the social media as the public sphere. Little consideration has been put on the developmental aspects of the SM especially its role in helping address the unemployment among the youth.

In addition, many of the researches were carried out in the university and then generalized. This generalisation may not be representative of the reality since the conditions around the campus may not be the same outside. The concerns of the youth outside the university are different from those in the university. Therefore, this study breaks off from the commonly studied sample of the university students to a group that is more heterogeneous in terms of their reasons for social media use. It is more appropriate to study such a sample because the concerns of a youth outside the campus is getting a source of livelihood. The target population comprises of youths of different categories: those waiting to join institutions of higher learning, those already in colleges (either doing the first or subsequent degrees), those that are working and those that are looking for jobs. This provides a good platform to get a vast of opinions concerning the uses of social media.

2.2 Theoretical Framework

This study was guided by Uses and Gratification theory (henceforth U & G) and Technological determinism theory (henceforth TD). One of the objectives in this study is to determine the dominant uses which the youth make of SM. U & G was chosen on the account of this objective to help the uses or gratifications the youth derive from these social sites, for they seek various social media for particular reasons. TD helped to answer the question ‘to what extent do the youth use SM to empower themselves economically?’ How has or can the social media change the lives of the young people? This theory (TD) was a good lens to understand the scenario.

2.2.1 Uses and Gratification Theory

The pioneers of this theory, Blumler and Katz’s, posit that the media consumers chose the media to use, and that they do this actively. In this choice, their goals direct them. They choose that media which will fulfil their needs. The theory supposes that the user has substitute choices

to gratify their need. It focuses on the consumer other than on the actual message (Katz, 1959). It explains how and why people adopt a certain media to satisfy their needs.

People have needs they seek to gratify through media. They connect need gratification to a given media, and they know their own use of media, motives and interests. It also assumes that the audience only can assess value judgment of media content and that there lies competition amongst the media to satisfy needs.

It is therefore true to say that media provides gratifications linked to the satisfaction of psychological and social needs. Put simply in the context of this study, the audience seeks to use the social media to get satisfaction of certain needs – creating friendships, updating ones status, (informing people what one is doing, eating, feeling or planning to do, etc.); commenting on other people status, photos or even videos; sending private or public messages to people, liking other people status, answering quizzes or playing games; posting links for websites, news or events; inviting people to events, creating groups for friends and for social events (and also for people who share similar interests), the links invites them to join such groups and events (Waller, 2013). The media gives the youth an opportunity to discover themselves and the world around them. In fact, Asthana (2006) indicates that — the social media provides a wide range of activities for the youth- these includes; learning how to write and report information, technical production, understanding and developing media content and it they are also closely connected to media literacy and education process.

The audience chooses what media to consume based on these needs (gratification sought). Their needs are fulfilled when they get what they are seeking (gratification obtained). Based on this argument, it can be concluded that the audience's choice informs the media on what to offer (productions and publications).

According to McQuail, Blumler & Brown's Typology of Needs (1972), the needs of the audience include; personal relationships, surveillance, personal identity and personal diversion. Surveillance involves the need we have to understand what is happening in the world. It relates to the Maslow's security need. By staying informed of the events around the globe, we obtain knowledge of what areas to avoid or what dangers to deal with. Virtual relationships fulfil the need for personal relationships. Social media provides this opportunity. Moreover, personal identity is all about people defining who they really are.

The people we interact with online have a bearing on our sense of identity. When for instance people post their photos on Instagram or Facebook for people to like them, they are seeking to belong. Value reinforcement could better describe this aspect. This is where we choose social media that believes in the same thing as us. Media that helps us define our identity. Lastly, media text provides escapism for audience. People may watch videos in YouTube, chat on Facebook or WhatsApp or even tweet to forget about burdens of their problems or run away from routine. This is called diversion.

The application of the gratification research has been challenged for various reasons. First of all, Lometti *et al* (1977) reported that the use of gratifications are merely go-betweens instead of being alternates. Therefore, they are wrong to assume that the audience is actively in control. Furthermore, there have been questions about the claim that media content has no hidden messages. Secondly, the authenticity of the reports on the usage of gratification derived from the media has been doubted by analysts. They have argued against the approach as being too simplistic especially in relation to how complex human motivation is.

Scholars have questioned the methods of getting the self-reports. Multiple choice questionnaires have been employed by several studies on uses and gratifications. While Lometti *et al* (1977) disparage such approaches; they have it that thorough interviews as well have challenges. For instance, respondents can pretend to be more rational while in actual sense they are not. This is inconsistent as found out by McQuail *et al* (1972) where play, fantasy and escape uses were identified. Nevertheless, Becker (1979) found that some respondents were not able to spell out the gratifications they get from media when asked open questions, but when multiple choice questions were used, they would so easily identify. Given these concerns, Lull (1990) suggests that semi-structured interviews and observation of the participant in his or her natural environment would work best.

There has been a concern on the limited range of U and G. Palmgreen *et al.* (1981) contend that there is a lot to discover on how gratifications sought and got relate the relationship between gratifications sought and got, the backgrounds of those gratifications and how relate to media behaviour. On a similar note, McLeod and Becker (1981) encourage comprehensive, complex and systematic models of U and G. Morley (1986) and Barratt (1990) question the focus on universal needs instead of the different uses put to SM by different social needs.

Morley (1986) advocates for a study that will link the various gratification sought patterns with the interpretations and meanings given to specific media messages. More profoundly is the fact that it has been accused of not being theoretical and rather being vague. Such is the approach he demonstrates in his work on the divergent interpretations of a given television program and the experience of family television viewing.

Taken together, these criticisms show that studies in this area have a challenge in the methodology and that it is theoretically redundant. Severin and Tankard (1988) however argue that it is important to emphasise on the passive audience persuasion. This is yet to achieve its potential. Evidently, there is need to have more comprehensive and theoretically integrated models. Morley (1986) and Lull (1990) offer the direction on use of more sensitive research methods.

In this study, U & G was very critical. For one to understand the uses that the youth make of the social media, you have to understand the reasons that cause them to seek it. These reasons are, in other terms the needs that they want fulfilled. Some may want to use the social media to define their identity, communicate with their friends, create relationships or survey the happenings in the society. This understanding helped in identifying the gaps in the use of the SM especially in addressing the challenges they were grappling with. This was in line with the first objective.

The target population here comprises of a heterogeneous group of young people. As different as they are, so are the uses each of these groups makes of the social media. The gratifications they get from the SM will characteristically differ as we move from one group to another. What the form four leavers seek from SM is different from what graduates seek. What an employed person seeks cannot be the same with what the unemployed youths derive from the same or similar SM. The understanding of all these perspectives informed the analysis of the qualitative data collected through interviews and unstructured questions in the questionnaire. U& G also helped in forming the questions that formed part of the questionnaires and interviews.

2.2.2 Technological Determinism Theory

The phrase ‘technological determinism’ was created by Thorstein Veblen (187-1929), an American economist and sociologist. It is a view of technology as the most crucial factor in social change determination, suggesting technology as somehow disconnected from cultural and social influence. It believes the technology of a society is the engine of development both socially and culturally. It deems technology as the heart of all human activity. In this view of technology, people merely observe and facilitate the progress of the technology. As a crucial agent of change, sense of technology's power has a conspicuous place in the modern culture (Marx and Smith (1994).

Technological determinism is an area that has inspired many a scholar to write about it. Different scholars have different ideas of what it entails. According to Smith et al (1994), it is the conviction that technology is a key governing force in society. This means that technology dominates all aspects in a society. Others summarise it as development in technology determining social change. It alters people’s thinking and interaction. In other words, technology determines history. Moreover, a technological innovation drives social progress. Social problems can be resolved by advancement in technology. This is progress. In this way, the society moves forward. Technological determinists believe that no one can stop progress, meaning that technology cannot be controlled (Green, 2001). This means that we are defenceless and so the society allows technology to drive social change since it is not aware of the substitutes to the embedded values (Smith et al. 1994).

Technology has significantly changed people’s lives. For instance, on one hand, the advent mobile phone has made communication so efficient while on the other hand, it has made people more disconnected. As long as one can find a friend online or on phone, the need to meet them grows dim. The internet has made research easy but has at the same time made people lazy to go and peruse books in the library. The impact of technology in the life of the people is enormous.

TD has been contended at several planes of scrutiny. At the broadest level, a lot of analysis of socio-economic configuration changes are as a result of technological determinism. To some, progress in technology stands for the gradual liberation of mankind from the saddles of unnecessary sickness and labour (Paul, 2006). To others, this is a loss of humanity, enmeshing us in ever more alienating, elaborate and dangerous technological tangles. This is the true

picture of social media. People will spend every minute online either chatting or reading posts by people. This has reduced the contact between people and it seems as if people are now living virtually.

Since this study sought to find out the role of SM in income generation among the youth in Kenya, this theory therefore was an important lens to understand what the social media is capable of doing in young people's lives, especially in empowering them for self-reliance.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter contains the methodology employed in carrying out the research. It includes the research design and approach, target population, sample and sampling techniques. It further elaborates on instruments and procedures of data collection, presentation, analysis as well as ethical consideration.

3.1 Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design (Creswell, 2014). It is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). Kothari further describes it as the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. According to Gravetter (2009), a research design is a general framework for conducting a study or a general plan for implementing a research strategy.

The researcher used the descriptive survey design to gather data relating to the role of social media in generation of income among the youth. It helped to produce holistic, contextual, descriptive in depth and rich in detail data. The use of the descriptive methodology for this study allows the researcher to gather data directly from the youth in their natural environment for the purpose of studying their attitudes, views and comments about their day to day interactions with social media (Leedy, 1993).

3.2 Research Approach

This study took the mixed method approach where both qualitative and quantitative data were collected. Qualitative data was collected through open-ended questions in the questionnaire, while quantitative data was collected through closed-ended questions in the same tool. Interviews were also conducted to collect qualitative data.

3.3 Target Population

This refers to a specific group that is relevant to a particular research study (Mugenda et al., 2003). The target population was derived from the Nairobi county Seventh-Day Adventist Churches whose youth population was 47,255. This is 75% of the entire church membership in the county, as obtained from the Central Kenya Conference of the Seventh-Day church (Youth department office). The population comprised of youths between 19 and 34 years of age (GOK, 2010).

3.4 Sampling Unit

Kothari (2004) opines that a sample unit may be a geographical one such as state, district or a village; or a unit such as a house or flat; or asocial unit such a family, club among many others. This study was carried out in in four selected S.D.A churches in Nairobi namely: Newlife S.D.A Church, Nairobi East S.D.A Church, Nairobi South S.D.A church and Mathare North S.D.A church.

3.5 Sampling Frame

This contains the names of all items of a universe (in case it's a finite universe only) (Kothari, 2004). Also known as sampling frame, source list refers to the source material or device from which sample is drawn. It is a list that contains the names of all those within a universe or population and can be sampled (Kothari, 2004). The sampling frame of this study was drawn from the Seventh-Day Adventist Church conference offices - Youth department (CKC Statistical Report 2nd Quarter, 2017). This report gives a detailed description of the composition of the congregations in various churches in the conference in terms age, marital status and numbers. It helped to identify a sample population for statistical treatment.

3.6 Sample Size

This is the number of items selected to constitute a sample (Kothari, 2004). Creswell (2014) describes it as the number of individuals or items selected from the universe or target population to form a sample. It is a smaller number of the population from which the researcher uses to make conclusions or generalise results for the whole population.

The sample was calculated using Fisher's formula (1995) which has ideal formula for targeted population, which in this case is 5,760 youths from the four churches. The formula for getting the sample size is thus:

$$n = \frac{z^2 \times p \times q}{d^2}$$

Where:

n= sample size

z=1.96 corresponding to 95% confidence level

p= 12% proportion of S.D.A youths in Nairobi county

q=1-p

d=margin of error set at 5%

Hence:

$$n = \frac{1.96^2 \times 0.12 \times (1-0.12)}{0.05^2}$$

$$n = 162$$

Therefore, a sample size of 162 youths was used as shown in table 3.1.

Church	Youth Population	Sample size
Newlife SDA	3216	$\frac{3216}{5760} \times 162 = \mathbf{90}$
Nairobi East SDA	942	$\frac{942}{5760} \times 162 = \mathbf{27}$
Kibera SDA	816	$\frac{816}{5760} \times 162 = \mathbf{23}$
Mathare North SDA	786	$\frac{786}{5760} \times 162 = \mathbf{22}$
TOTAL	5760	162

Table 3.1: Sample Size

3.7 Sampling Techniques

Kothari (2004) describes two major types of sampling procedures or techniques in research – probability and non-probability sampling. Whereas in probability sampling every unit in the population can equally be selected, non-probability sampling is used where the population is not well defined, where there is little interest in drawing inferences from population sample or because it is less expensive and can quickly be implemented. The four basic types of sampling procedures under probability sampling include simple random, stratified, systematic and cluster sampling while non-probability sampling techniques include convenience, quota, self-selection, snowball and purposive sampling (Creswell, 2014, Denscombe, 2003). Systematic and purposive sampling procedures were utilised in this research.

3.7.1 Systematic Sampling

In this approach, the researcher chooses a random start on a list and selects every X numbered people on the list. The X number is based on a fraction determined by the number of people on a list and the number that are to be selected on the list (Creswell, 2013). The researcher in this case obtained a list of the youth in every church and issued the questionnaire to every 35th person in the list. The number was reached by dividing the sample size by the target population of that particular church ($\frac{n}{y}$ where n is the sample size and y is the target population). The number of youths sampled in every church was done proportionally to be representative of the membership in every church. Thus 90 from Newlife church, 27 from Nairobi East church, 23 from Kibera Church and 22 from Mathare North Church.

3.7.2 Purposive Sampling

The researcher selects the items deliberately and this choice remains supreme. It is not based on the probability of an item being included in the sample. It ensures that only those who are believed to possess the information needed for the study are selected preventing irrelevant items entering into the sample per chance thus making sure the selected item is intensively studied. It is less costly and consumes less time.

The four churches are purposively sampled. First, they have the highest number of youth population among the Nairobi County S.D.A churches, in the order of Newlife (3216), Nairobi

East (942), Kibera (816) and Mathare North (786) compared to Nairobi central (450), Umoja 1 (653), Lavington (548) and Karengata (612).

3.7.3 Snow ball Sampling

There was a need to determine whether the social media had economically empowered people. That is, to find out whether people used the SM to earn. This method of sampling helped get people who are already earning through the use of the social media. Four people got from snow balling were interviewed. To get them, the researcher was referred by people who know them. This is because it was hard to know among a group, who used the SM for an earning and who did not. Through this method the populations that could otherwise pose a challenge in sampling especially through other methods were reached.

3.8 Data Collection tools and procedures

Kothari (2004) states thus; data collection is the contacting of the sampled members of the population so as to collect the required information related to the research. This study used questionnaires and interviews as the tools of data collection.

3.8.1 Questionnaires

Surveys were also used with both closed and open-ended questions. A total of 158 questionnaires were administered to the sampled youths in every church. They were self-administered (hand delivery by the researcher). The researcher administered them to the respondents collectively in the respective churches alternately (different days). This ensured a high response rate. The participants were expected to fill the forms and return them to the researcher who was present at the place where they were filling them on the same day, upon completion. Open-ended questions collected qualitative data while the closed-ended questions provided quantitative data. The unstructured questions (open-ended) allowed the respondents to give in-depth feedback without being limited. Questionnaires are important for they Offer greater anonymity for respondents and help them to respond honestly to sensitive questions. Of the 158 administered questionnaires, a total of 140 questionnaires were correctly filled and returned: 82 from Newlife, 20 from Nairobi East, 20 from Kibera and 18 from Mathare North.

3.8.2 Interviews

In determining the opinions and attitudes towards social media and its capacity to empower youths economically through income generation, key informants were interviewed. These were them that are earning from social media. They were identified through snow ball sampling whereby people who knew them referred the researcher to them. Four key informants were interviewed.

3.9 Data analysis

Data collected through the questionnaires was coded and analysed, thus enabling the researcher to categorise the data with the aim of drawing conclusion from the generated patterns (Leedy, 1993). IBM Statistical Package for the Social Sciences (SPSS) was used to analyse the collected data.

The researcher used descriptive statistics to analyse quantitative data. This analysis was in accordance with the objectives of the study. Qualitative data from the interviews and the unstructured questions was coded and thematically analysed by classifying the major issues covered from the respondents.

3.10 Data interpretation

The analysed data was presented in frequency tables and/or percentages for discussion. The frequencies and percentages were carefully studied alongside the study objectives and questions out of which inferences about the studied sample were made. Opinions and attitudes were inferred from the open-ended questions as well as from the interviews and were incorporated in the narratives. The research remained unbiased while interpreting the data for the sake of objectivity of the study.

3.11 Validity and Reliability

Kothari (2004) describes validity as the extent to which differences found within a measuring instrument reflect the true differences among those being tested. According to Mugenda et al. (2003), it is the correctness and significance of the insinuations or inferences that result from the analysis of data in a given research study. Content validity was the primary focus. In ensuring internal validity, data from interviews and questionnaires was triangulated. The

questionnaires were also pretested on a sample similar to the one under study. A sample size of 8 youths (5% of 162) was used for pretesting.

Reliability is the ability of research instruments to constantly measure specific characteristics of interest over time with almost the same results (Mugenda et al., 2003). To ensure reliability, the researcher used three methods. First, the focus of the research was extensively discussed, specified the role of the researcher and the position of the informant as well as selection criteria and data collection context. This was in accordance LeCompte & Goetz (1984). Secondly, multiple data collection methods and analysis were used, which strengthen reliability as well as internal validity according to Merriam (1988). Lastly, to paint a clear picture of the used methods, data collection and analysis strategies were exclusively discussed.

3.12 Ethical considerations

Researchers need to expect the ethical issues that may come up during their studies (Sieber, 1998; Berg, 2001; Punch, 2005; Hesse-Biber & Leavy, 2011). Before carrying out the research, the researcher ensured that professional association standards were examined, university approval was sought and a certificate of fieldwork issued (See Appendix IV), local permission from sight and from participants was gained, no vested interests would influence the choice of the site to be studied and that credit was given for work done on the project.

The researcher ensured that the participants were made aware of the importance of the study; no participant was pressured into signing the consent forms, found out the cultural, religious, gender and other differences that needed to be respected as well as obtained appropriate consent from participants. The researcher also respected the site, treated the participants equally with all dignity, and avoided deceiving the participants and collecting harmful information.

Reporting was done with utmost honesty, all identified corrections by the examining body of University of Nairobi were carried out and a Certificate of Corrections obtained (See Appendix V). The researcher also ensured that the results were not plagiarised and was thus awarded a Certificate of Originality (See Appendix VI). The participants' information was treated with utmost confidentiality.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Overview

This chapter is a discussion of the study findings as provided in the questionnaire and interview responses. It provides the study response rate, respondent's demographic characteristics and the findings on the role of social media in income generation among the youth in Kenya. The findings are presented in form of tables that summarise collective reactions of the respondents as well as interview narratives. The guiding questionnaire questions were formulated in line with the study's objectives.

4.1.1. Response Rate

Out of the sampled 162 respondents, 140 questionnaires were filled and returned. This was a response rate of 86.42 percent. According to Creswell (2012) and Mugenda (2010) recommendations, that a response of more than 50 percent of sample size is treated as adequately suitable for analysis and recommendations, the response rate was hence treated as adequate.

4.2 Demographic characteristics of respondents

Among the established demographics in this study included gender, age, education level, marital and employment status.

4.2.1 Gender of the Respondents

Since this study focused on the youth, it was paramount to seek the opinion of both gender for a balanced discussion. Table 4.1 shows the respondents' demographics in terms of gender.

Gender	Frequency	Percent
Male	89	63.6
Female	51	36.4
Total	140	100

Table 4.1: Gender of the Respondents

According to table 4.1, 63.6 percent of the respondents were male while 36.4 percent were female. This therefore means that most of the respondents were male. The collected data represents a perspective of both the male and the female.

4.2.2 Age of the Respondents

Since the study concentrated on youth between the age of 19 and 34, it was important to sample responses from various age groups in this age bracket to eradicate bias. The respondents were asked to tick appropriate boxes that described their age group and the data was therefore presented in table 4.2.

Age	Frequency	Percent
19 – 22	71	50.7
23 – 26	22	15.7
27 – 30	25	17.9
31 – 34	22	15.7
Total	140	100

Table 4.2: Age of the respondents

The results in table 4.2 show that the biggest proportion of the respondents were between ages of 19-22 years represented by 50.7 percent. This is a group of young people who have exited high school and are joining or are in institutions of higher learning. This group was followed closely by age 27-30 years with 17.9 percent while 23-26 years and 31-34 years' brackets tied with a 15.7 percent. These groups form the biggest part of population that uses social media.

4.2.3 Education Level of the Respondents

Education level was among the background data for this study. This was important because it helped to understand the need for employment and the unemployment index that would be helpful to ascertain the need for social media in financial empowerment. Table 4.3 show the results.

Educational level	Frequency	Percent
Certificate	30	21.4
Diploma	16	11.4
Bachelors	73	52.1
Masters and above	21	15.0
Total	140	100

Table 4.3: Education level of the Respondents

The findings revealed that the majority of the respondents have attained their bachelors as represented by 52.1 percent followed by certificate holders (21.4%). Those who have attained their masters and above were 15.0 percent while diploma holders were represented by 11.4 percent.

4.2.4 Marital Status of the Respondents

The respondents were required to indicate their marital status. Marital status would help us determine reasons for either high or low marriage rate among the youth. As revealed in table 4.4, the unmarried respondents were the majority standing at 75.7 percent while the married were only 24.3 percent. This would be due to the high unemployment rate among the youth and so majority would avoid any form of responsibility, marriage being one of them.

Marital Status	Frequency	Percent
Married	34	24.3
Single	106	75.7
Total	140	100

Table 4.4: Marital Status of the Respondent

4.2.4 Employment Status

The employment status of the respondents was a critical variable. The study, whose main objective was to find out the role of social media in income generation among the youth, was necessitated by the fact that a majority of youths are jobless. As a matter of fact, the findings revealed that 61.4% were not employed and only 38.6% were. This therefore means that they

need other ways through which they can generate income such as social media. Table 4.5 confirms the discussed data.

Employment Status	Frequency	Percent
Employed	54	38.6
Not employed	86	61.4
Total	140	100

Table 4.5: Employment Status of the Respondents

4.3 To find out the extent to which youth have access or are exposed to the social media

4.3.1 Using social networking sites

The respondents were requested to indicate whether or not they use SNS. The findings revealed that 95 percent use them while only 5 percent does not use. Table 4.6 summarises this.

Response	Frequency	Percent
Yes	133	95
No	7	5
Total	140	100

Table 4.6: Use of Social Networking Sites

All the interviewees have been using the social media ranging from 4 to ten years of SM usage. Researches done agree with the findings that majority of the youth are on social media. For instance, Ephraim (2013) points out that the youth lead in the increasing use of SM in Africa. In his study, Smith (2013) found that 84% of youth between 18-29 years old are on Facebook, above any other age group. Carlson (2006) states that many young people are in SM due to its interactivity. Furthermore, those younger than 30 were reported in an international survey as being more likely to use SM than those 50 or older (PEW Research Center, 2012).

4.3.2 SNS youth have an account with

Further, the researcher asked the respondents to specify the sites they have an account with and the responses were presented as in table 4.7.

Social Media	Frequency	Percent
Facebook	109	28.9
Linked in	18	4.8
WhatsApp	118	31.3
Twitter	48	12.7
You tube	61	16.2
Other	23	6.1
Total	377	100

Table 4.7: SNS youths have an account with

WhatsApp had the most users with a percentage of 31.3 followed by Facebook 28.9 percent, YouTube 16.2 percent, Twitter 12.7 percent, LinkedIn 4.8 percent, while those who use other sites other than the listed ones were 6.1 percent. In addition to the ones listed in table 4.7, some of the interviewees also used Pinterest and Instagram.

Comparatively, this is not a unique case. Yeboah and Ewur (2014) state that communication through cell phones has been made easier, faster and cheaper by WhatsApp messenger. It is cheaper than the normal text messaging. One is exempted from global SMS charges while using the WhatsApp messenger to chat overseas (Ibid). This would be a perfect explanation as to why most youth use WhatsApp. Other studies have determined that WhatsApp satisfies a wide range of needs including intimacy, growing relationships among friends, heightening a sense of presence in communication and providing a private channel where members can interact freely with each other (Karapanos, et al, 2016). Further, Sophie, Susanne, Jochen and Patti (2017) in their research found out that the majority of their respondents used WhatsApp (90.25%) followed by Facebook (88.3%), to express their emotions.

4.3.3 Likelihood of using SNS in a week

The study sought to establish how likely the respondents are to use the social networking sites in a typical week. As presented in table 4.8, 36.4 percent are very likely to use them, 26.4 percent are extremely likely, 25.7 percent are moderately likely, 6.4 percent slightly likely while only 5.0 percent are not likely to use at all.

Likelihood	Frequency	Percent
Not at all likely	7	5.0
Slightly likely	9	6.4
Moderately likely	36	25.7
Very likely	51	36.4
Extremely likely	37	26.4
Total	140	100

Table 4.8: Likelihood of using SNS in a typical week

According to PEW Research Center (2012), more than 60 percent of smartphone users visit SNS whenever they are on their phones, and this explains the likelihood of the young people using SNS. The young people are more exposed to the opportunities present in SM.

4.3.4 SNS often used in a typical week

The study went further to find out the websites that the respondents use more often in a typical week. As table 4.9 shows, the findings revealed that WhatsApp is the most commonly used with a percentage of 37.3, followed by Facebook 20.6 percent, YouTube 18.4 percent, Twitter 17.5 percent and only 4.1 percent used LinkedIn. 2.2 percent used other sites not specified in the study.

Social Networking Site	Frequency	Percent
Facebook	86	20.6
Linked in	17	4.1
WhatsApp	156	37.3
Twitter	73	17.5
You tube	77	18.4
Others	9	2.2
Total	418	100

Table 4.9: Mostly used SNS in a typical week

Among the interviewees, two mostly use the Instagram, one Pinterest and another YouTube. Facebook was common among the four informants. Chan C. and Holosko M.J., (2016) postulate that online platforms like YouTube and Facebook are part of daily life for majority of youths worldwide. And such is WhatsApp, whose interaction is even more private, cheap and fast.

4.3.5 Time spent in SNS per day

The respondents were asked to indicate the time they spend on SNS per day and the results were as in table 4.10.

Time	Frequency	Percent
< 2 hours	37	26.4
3-4 hours	49	35.0
5-6 hours	29	20.7
> 6 hours	25	17.9
Total	140	100

Table 4.10: Time spent on SNS per day

The findings in table 4.10 showed that majority, 35.0 percent, spent 3-4 hours per day. Moreover, 26.4 percent spent less than 2 hours, 20.7 percent spent between 5-6 hours and 17.9 percent spent 6 hours and above. For instance, Facebook users are many and very active: 63 percent visit the site at least once a day, with 40% doing so many times day (Smith, 2013).

4.4 To determine the dominant uses which the youth make of social media

4.4.1 Motivation to visit SNS

The study also sought to find out what motivated the youth to visit the social networking sites. The findings were presented as in table 4.11.

Motivation	Frequency	Percent
Looks and layout	15	4.7
Business networking	31	9.7
Jobs	40	12.5
Friends	96	30.1
Blogging	15	4.7
Security	3	0.9
Games	31	9.7
Chatting	78	24.5
Other	10	3.1
Total	319	100

Table 4.11: Motivation to visit SNS

According to table 4.11, 30.1 percent of the respondents were motivated by friends. This means the only reason they visited the websites were to meet and/or make friends. A further 24.5 percent visited the sites only to chat with others, 12.5 percent visited them to look for jobs, 9.7 percent to play games and another 9.7 percent did business networking, 4.7 percent were motivated by the looks and layout and 3.1 percent were motivated by other reasons other than the specified ones. Among the interviewees, it was apparent that they use SNS to look out for new business ventures, opportunities to sell their goods and services as well as networking for business ideas. One also stated that other than using the SNS to generate income, they also visit them for amusement. An interview with Kemuma revealed that for two years she has been using Instagram to advertise her goods such as clothes and other household facilities and has been earning through selling the goods online.

In determining the uses or the motivation of the young people to using social media, Waller (2013) identifies that the youth use the social media to update status, make friends, post videos, comments and pictures, links, play games, send messages, post or read news, invite people through links as well as create events and groups for people with common interest. From this, it is apparent that the greatest motivation to accessing SM is friends.

4.5 To find out the extent to which the youth use social media to generate income.

4.5.1 Opportunities in SNS for youth to generate income

The study also sought to find out the respondents’ awareness of the opportunities the SNS offer to them especially as regards to income generation. Table 4.12 summarises the findings.

Response	Frequency	Percent
Yes	105	75
No	35	25
Total	140	100

Table 4.12: Whether SNS provide opportunities to youth to generate income or not

The interviews revealed that SM has a lot of untapped opportunities for the youth to generate income. Out of 140 respondents, 105 confirmed that SNS provide income generating opportunities for the youth. This represented 75 percent of the total respondents. However, 25 percent of respondents said that the SNS do not provide the opportunities. This agrees with Putnam’s (2015) assertion that the use of the mobile phone can translate into social capita, whereby ‘social capita’ is valuable connections and social contacts that enrich someone’s productivity (Putnam, 2000). Festus, a SM user who generated income only through SNS by marketing his media studio for over six years, through in-depth interview said, “SM can either be an income source or a time waster. This depends on the use one makes of it. One will either waste the opportunity or use the browsing resources to garner wealth. People should have a chatting account and a business one. Many youths spend much of their time on socialising rather than seizing the beneficial deal on SM. You can turn many of your SM friends into productive

customers. Your existing network can also give you a good number of referrals. Some are billionaires because of SM. It is good to chat with friends as appertains to social matters, but you should consider using that time to engage more in business related activities if you want to go up the economic ladder.”

4.5.2 Creation of jobs through Social Media

The researcher was interested to further find out whether the respondent had used the SNS to create a job for both himself and other people. Out of the 140 respondents, 23 respondents had employed other people through SNS while 117 had not. This was 16.4 percent and 83.6 percent respectively as shown in table 4.13.

Response	Frequency	Percent
True	23	16.4
False	117	83.6
Total	140	100

Table 4.13: Creation of jobs through Social Media

Some of the respondents interviewed have in one way or another generated income through social media through the following ways: advertising their goods such as beauty products, clothes, shoes, housewares and fruits and then selling them online, posting videos to You Tube and earning from google as people view them, doing online jobs such as academic writing, referral jobs through connectivity as well as promoting affiliate products. Tabitha, a dealer in beauty products, says, “Most of the youths currently are willing to spend a great fortune on beauty products and since they are the largest population using social media, the best platform to advertise our products is that SM. After advertising, we give them an opportunity to place an order for the products they need and thereafter offer delivery services. We also get feedback from them via social media and this boosts the profits from our business.”

Some people promote their services such as photography and videography mostly through Facebook, Pinterest and Instagram. When the following like their work, they hire their services or refer them to their friends in need of the services. Their businesses in one way or another have created jobs for other people. Some of them are owners of websites that were

created by developers, others hire people to deliver their goods while some have people who manage their social media especially things to do with advertisements.

4.5.3 Extent to which SM creates jobs

One of the important elements of the research was to find out to what extent social media creates jobs. The responses are as shown in table 4.14.

Extent	Frequency	Percent
Very Small	18	12.9
Small	20	14.3
Neutral	49	35.0
Large	41	29.3
Very Large	12	8.6
Total	140	100

Table 4.14: Extent to which Social Media creates jobs

The opinion of the respondent was sought and the findings revealed that 35.0 were neutral. This could imply that they had no clue whether it did create jobs or not. However, out of the remaining 65.0 percent, 29.3 percent think that SM creates jobs to a large extent while 8.6 think that it creates jobs to a very large extent. However, 14.3 and 12.3 percent think that it only does so to a small and very small extent respectively.

The internet has the ability to cause empowerment, greater social equity and make life better for them on the margins of a society (Mehra, Merkel and Peterson, 2004). According to Ask Seymour (2008), 43 percent of job hunters got a job through the internet, 13% by posting curriculum vitae online, 25% through job opportunities published online and 5% through networking and e-mails. Moreover, 92% of companies recruit employees through SNS (Jobvite, 2012). It is good to note that SNS like LinkedIn and Facebook proffer a vital utility to networking job seekers (Mowbray, Raeside, Hall, Robertson, 2016). This therefore means that to a great extent, SM creates jobs, just as the findings and the existing research confirm.

4.5.4 Jobs on Social Media

In today's labour market, job seekers are considered employable if they can effectively use the social networks when looking for jobs (McQuaid & Lindsay, 2005). The researcher sought to know how many of the youth use SM to search for or get jobs. Out of the 140 questionnaires analysed, at least 39.3 percent respondents have a job that they learnt of through social media as presented in table 4.15.

Response	Frequency	Percent
True	55	39.3
False	85	60.7
Total	140	100

Table 4.15: I have a job that I learnt of through Social Media

A research conducted in UK reveals that about a third of workers in the UK find jobs through their network contacts (Hangartner & Franzen, 2006). This supports the findings that some youth have jobs learnt through Social Media. Most of the interviewees said that they started their SM business related engagements through watching what other friends do and then try it and it worked.

4.5.5 Use of social media to earn a living

This question served two purposes: to confirm that there are people who use SM to earn income and to get referrals for interview. Great number of respondents confirmed that they knew a friend who uses SM for income generation as shown in table 4.16.

Response	Frequency	Percent
True	113	80.7
False	27	19.3
Total	140	100

Table 4.16: Use of Social Media to earn a living

Out of the 140 respondents whose questionnaires were analysed, 80.7 percent know friends who use social media to earn a living. This is a lead to the fact that social media is a

powerful potential economic empowerment tool. Only 27 respondents (19.3%) know no friends who use SM for income generation.

4.5.6 Ideas on how to use social media to earn income

The researcher further sought to know whether the respondents had ideas on how to use SM to earn income. Majority of the respondents, represented by 62.9 percent, confirmed that they have ideas and can use SM to earn income while 37.1 percent had no idea as shown in table 4.17.

Response	Frequency	Percent
True	88	62.9
False	52	37.1
Total	140	100

Table 4.17: Ideas on how to use Social Media to earn income

4.5.7 Social media engagements

As concerns the use of SM, the study sought to know whether the SM engagements are income generation related. The summary of the findings is as presented in table 4.18.

Response	Frequency	Percent
Strongly Disagree	10	7.1
Disagree	16	11.4
Neutral	49	35.0
Agree	48	34.3
Strongly Agree	17	12.1
Total	140	100

Table 4.18: Social Media engagements

Out of the 140 respondents, 46.4 percent agree that most of the SM engagements are not income generation related. Out of this percentage, 12.1 percent strongly agree. Another 35.0 percent were neutral while only 18 percent think that the engagements were income generation related. This however was a small percentage as compared to those who think that the use of SM

is not related to income generation. In support of this are Nadkarni and Hofmann (2012) who purport that two reasons inspire people to make use of Facebook: a need for self-presentation and to belong.

4.5.8 Advertising opportunities on social Media

Advertisement is one of the best ways to have your product known to many customers. Social media is a widely used platform. The researcher made a hypothesis that SM therefore offers opportunities for advertisement. Out of the reached respondents, 63.5 percent agreed with the hypothesis, of which 22.1 percent strongly agreed. However, 20.7 percent were neutral while 15.7 percent disagreed as shown in table 4.19.

Response	Frequency	Percent
Strongly Disagree	8	5.7
Disagree	14	10.0
Neutral	29	20.7
Agree	58	41.4
Strongly Agree	31	22.1
Total	140	100

Table 4.19: Advertising opportunities on Social Media

Advertisement was also cited by the interviewees as one of the ways they had been using to generate income. One of the informants stated that she advertises her products, promotes her page, gets likes, people ask questions about the product, she does follow up and finally is able to sell the product. To emphasise, Tabitha (an informant) added, “I have found the social media to be a very effective and efficient tool for advertisement. Initially, people could only advertise on mainstream media. It is so expensive that only corporates could afford to do so. This means small and medium enterprises like mine could only rely on interpersonal interactions to advertise. Thank God social media came to our rescue. One needs to pay nothing to post their stuff on SNS and you are assured of a big reach of potential customers. It has made my struggles less and I have improved my sales immensely through social media advertising.”

Festus, a media production entrepreneur, had it that for him social media is the way to go, “I have a variety of SM options to show case my products. I can post as many videos as possible to You Tube. These will not only act as advertisements but also an income generation avenue. I also post the links to the videos on Facebook and WhatsApp and as such I get a great following of people who like my productions.” The findings confirm Jagongo A. and Kinyua C. (2013) acknowledgement that marketers and owners of business need to know how SM work as a marketing and communication tool and how they substantially make their businesses to grow. As a matter of fact, people can use the information posted online to amend their promotion strategies and direct adverts to a specific group. Businesses now have the opportunity to stay in customers’ minds by their presence on a wide reaching scale.

4.5.9 Opportunities to form Action Groups on Social Media

The researcher sought to determine the respondents’ awareness of the opportunities available to them on SM to form action groups that can help them generate income. The responses were summarised in table 4.20.

Response	Frequency	Percent
Strongly Disagree	10	7.1
Disagree	8	5.7
Neutral	21	15.0
Agree	82	58.6
Strongly Agree	19	13.6
Total	140	100

Table 4.20: Opportunities to form Action groups on Social Media

According to the data in table 4.20, 72.2 percent of the respondents agree that Social Media offers opportunities for young people to form action groups that help them to generate income. Of this percentage, 13.6 percent strongly agree. This is a great extent of awareness. However, 21.8 percent think that SM does not offer the opportunities for young people to form action groups that help them generate income while a 15.0 percent remained neutral as shown in table 4.20. In fact, Checkoway et al. (2006), argue that young people are increasingly organising groups for social and political action, planning programs of their own choice, and advocating their interests in the community. The youth educate others on what concerns them, raise

consciousness and provide services of their own choice. These are groups that can also be directed towards income generation.

4.5.10 Social Media for Job Creation

The researcher assumed that the respondent can create a job through SM. A 68.6 percent said that they can use it to create a job that can help them generate income for themselves and others. However, 17.9 percent were neutral while only 13.5 percent cannot use SM to create jobs. The summary is presented in table 4.21.

Response	Frequency	Percent
Strongly Disagree	10	7.1
Disagree	9	6.4
Neutral	25	17.9
Agree	78	55.7
Strongly Agree	18	12.9
Total	140	100

Table 4.21: Use of SM to create a job

4.5.11 Social Media as a powerful tool for youth economic empowerment

The researcher also assumed that SM is a powerful tool for youth economic empowerment especially by creating avenue where the youth can generate income and therefore sought for the opinion of the respondents. Table 4.22 presents a summary of the findings.

Response	Frequency	Percent
Strongly Disagree	9	6.4
Disagree	9	6.4
Neutral	28	20.0
Agree	74	52.9
Strongly Agree	20	14.3
Total	140	100

Table 4.22: Social Media as a powerful tool for youth economic empowerment

As presented in table 4.22, 67.2 percent of the respondents agreed that SM is a powerful tool for youth economic empowerment while 12.8 percent disagreed. A group of respondents were neutral representing 20.3 percent. As a matter of fact, social equity and empowerment can be achieved through the internet which in turn will improve the lives of people on the margin of the society (Mehra, Merkel and Peterson, 2004). “Through social media, companies can directly reach the customers and receive feedback from them, which will help them to update their products or produce newly designed products hence enhancing their businesses,” stated an interviewee in a bid to explain why the SM is an important tool for income generation.

4.5.12 Reasons young people use the social media

The researcher wanted to get the opinion of the respondents on the dominant uses the youth put social media to. This was an open question and a number of similar and different answers were given by the respondents. Similar answers were grouped together and the frequency presented in table 4.23.

Reason	Frequency	Percent
Advertising	8	5.7
Chatting	40	28.6
Empowerment	18	12.9
Entertainment	21	15.0
Latest news updates	8	5.7
Networking	6	4.3
Prayer	1	0.7
Socialising	38	27.1
Total	140	100

Table 4.23: Reasons young people use Social Media

The majority of the respondents (40%) said that most of the youth use social media to chat. This means that most young people log into social media to talk to their already existing friends, in what they would call catching up. Another 48 percent said that young people use SM to socialise. Some people would look at this as being the same as chatting. However, according to the respondents, the two terms are rather different. Whereas chatting has the meaning of

having informal talks with the already existing friends, socialising implies making friends as well as dating online. In addition, 21 percent use social media for entertainment such as playing games, listening to music uploads and watching videos. For those whose pleasure comes from taking drugs, they use social media to get drugs from other users. This was considered part of entertainment. Others said that they followed comedians online. Both advertising and looking for latest news (surveillance) had 8 percent. That means that about 8 percent of the youth use SM to advertise their goods and services and another 8 percent use it for news updates. It is also worth noting that 1 percent use the SM for prayer; that is forming groups through which they pray for one another.

Wyche et al. (2013a) established that youth who live in informal settlements used Facebook to chat, read news happening around them, look for romantic partners as well as involved themselves in income generating activities. Furthermore, a Pew Research Center project found that staying in touch with others was the dominant reason why people use SM. Other reasons included following celebrities and politicians' comments, looking for romantic partners and making friends (Smith, 2011).

4.5.13 Use of Social Media to generate income

This was a question to test the respondent's knowledge of the existing opportunities in SM and whether they use can use them or not. The respondents were supposed to say either yes or no, and thereafter explain their answer. Table 4.24 presents the number of yes and no responses.

Response	Frequency	Percent
Yes	114	81.4
No	26	18.6
Total	140	100

Table 4.24: Whether the youth can use SM to generate income

From the findings presented in table 4.24, majority, 81.4 percent, of the respondents think that the youth can actually use the SM to generate income. However, 18.6 percent think that the youth cannot use the SM to generate income.

Table 4.25 presents the reasons why the youth can or cannot use the SM to generate income.

Use of social media	Frequency	Percent
Advertising	70	50.0
Blogs and online writing	9	6.4
Creating websites/apps	8	5.7
Lack Knowledge	19	13.6
Managing accounts for celebrities	5	3.6
Networking for job opportunities	21	15.0
Not sure	1	0.7
Prayer	1	0.7
Used mainly for chatting	6	4.3
Total	140	100

Table 4.25: How/why the youth can or cannot use social media to generate income

Those who said yes gave a number of reasons and ways through which the youth can generate income from SM. Among the ways is through advertising: 50.0 percent of the youth think that the youth can showcase their ideas, goods and services to encourage their friends and other people to buy or hire their services. In a way, this creates awareness among potential customers and so they can increase their income (if already earning), or create income. Other ways through which the youth can earn income, as noted by the respondents, include networking for job opportunities (15.0%), blogs and online writing (6.4%), creating websites and/ or applications (5.7%) as well as managing accounts for celebrities (3.6%).

Another group of respondents, who said no (18.6%), also gave reasons as to why they think the youth cannot generate income through SM. Among the reasons given include lack of knowledge among the youth as to the existing opportunities in SM. This is represented by 13.6 percent. A further 4.3 percent think that SM media is used mostly for chatting and as such cannot be used to generate income why 0.7 percent were not sure why. A further 0.7 percent also thinks social media is majorly used for prayer and so it cannot be an income generation avenue.

From the interviews, it was noted that though the SM has opportunities to generate income, most of them have not taken up the opportunities for a number of reasons: cyber bullying, fear to take risks and lack of capital. “For me,” Kemuma noted, “I think that some

youth do not know the potential in SM. Had they known, we could have an influx of entrepreneurs on social media. I will give a case in point. My friend, Sheila Ndinda, posted a picture on Facebook with a nice hairstyle. She received a lot of likes and people were interested to know her stylist. She never thought that would happen because for her it was a mere Facebook photo update.

The picture made her a public figure. She then onwards started a You Tube channel through which she has earned a lot from posting adverts of various styles to her following. For her case, she needed no capital. She only used the opportunity; to advertise her stylist and at the same time earn from google.” What this means therefore is, while the SM is hub of opportunities for the youth to generate income, not many of them are aware of the various ways of generate income through it. While some are much aware of the ways, they have failed to use them.

4.5.14 Ways youth can use Social media to generate income

The main intention of this question was to further find out whether the youth know the avenues for income generation using the social media. The researcher found out that a majority of the youth know the ways through which the youth can generate income using the SM. The findings are summarised in table 4.26.

Social Media Use	Frequency	Percent
Advertising goods and services	63	45.0
Blogging	7	5.0
Creating apps and/or websites	8	5.7
Doing online projects	16	11.4
Networking for business ideas and job opportunities	31	22.2
Selling products online	14	10.0
Uploading videos on YouTube	1	0.7
Total	140	100

Table 4.26: Ways through which the youth can use SM to generate income

According to the analysed data, 45.0 percent of the youth think advertising goods and services will help the youth generate income. Other ways include networking for business idea (22.2%), doing online projects such as online writing (11.4%), selling products online (10%), creating applications and/ or websites (5.7%) and blogging (5.0%). An interviewer indicated that SM is a briefcase company; one needs no physical location and so he or she can do business from any place. The youth can therefore even do drop shipment whereby they advertise products they may not be having and once they get a client, they can comfortably get it, deliver, and get paid.

Income generation happens primarily through connectivity and networking (Sánchez, González, and de los Santos, 2011), management of knowledge (Arobba, McGrath, Futrelle, and Craig, 2010), renewal of culture and language (Huaman & Stokes, 2011), identity focus (Goodwin, 2011), and crusading (Soriano, 2011). Some studies have also shown that advertising/marketing is one of the major ways through which income can be generated in social media. According to Adhiambo O., (2012) today's marketers use a variety of SNS trusted by their current and prospective customers. According to Forrester research study (2011) by Ernst, David and Cooperstein, companies (brands) make adverts to suit today's buyers. Philip Kiarie, an interviewee and a cyber-operator, zealously stated, "The youth should not sit down and complain lack of jobs. There are so many ways of making money through social media. If one has a talent in writing, let them do online freelance writing. Most of these opportunities are advertised on social media. If one can create short films on anything interesting, You Tube is your money maker. If you can blog, do it and people will come flocking to advertise on your blog – if you are an interesting blogger that is. What I mean is the youth should wake up and realise that the opportunity to make money is knocking on their phones and computers." Another informant added that the youth can use the advantage they have over the old generation to create and manage SM accounts for the people with no know-how at a small fee. He also included the fact that they can advertise products of whatever nature and sell them online.

Today's buyers are tech savvy and social media zealots so social media becomes one of the most effective ways to advertise one's products. The young people can use social media to: campaign for products, solutions and services in an innovative way, build brand awareness, establish a thought leadership presence through exchanging valuable information with like-

minded people, implore client insight to shape future business and marketing strategies and generate leads to increase sales and boost marketing return on investment.

4.6 Discussion in relation to Uses and gratification Theory

The consumers of the media have a myriad of needs to fulfil in the consumption of social media. They choose the media according to the need(s) that particular media meets. According to McQuail, Blumler & Brown's Typology of Needs (1972), the needs of the audience include surveillance, personal relationships, personal identity and diversion. As the theory supposes, different youth have different needs they gratify through social media. On surveillance, the study revealed that some of the youth visited SNS for latest news updates and market trends. Majority of the respondents used the SNS as avenues to meet new friends, keep connected to friends through chatting as well as dating, follow others' posts. The youth also post photos of themselves, updates of what they are doing and where they are as well as express what they are going through. To the researcher's interpretation in the eye of U & G, it means that some of the youth have a need to belong and define themselves (personal identity) and they do so through SNS. Others were motivated by the entertainment that they get in SNS. It gives them a way of unwinding. Indirectly, some are entertained by drugs acquired through social media.

This research expected that because of the high employment rate among the youth, most if not all the youth should be seeking avenues of job creation or income generation. On the contrary, the findings of this study revealed a different set of prioritised needs gratified through social media. Most of the activities are not income generation related. In ranking, chatting comes first. Others include finding new friends, entertainment, socialisation, latest news updates, networking, prayer, advertising and empowerment. It cannot however be ignored that a small percentage of the youth engage in income generation related activities such as online writing, advertising and business networking.

The respondents seemed to be aware of the various ways they can use the social media to fulfil the need for financial independence. Among the mentioned strategies include advertising goods and services, networking for business ideas, doing online projects, selling products online, creating apps and/or websites, blogging as well as uploading videos on YouTube. This confirmed what Waller (2013) says that the youth seek to use the social media to get satisfaction of certain needs such as updating one's status, commenting, liking people's status, making

friends, sending messages, leisure, creating and posting links to events, inviting people to events and creating groups.

4.7 Discussion in relation to Technological Determinism theory

Technology is the most important factor in social change. It drives the development of its cultural values and social structure. Social media brought about connectedness of a people so far apart. It created a global village. This connectedness should be an advantage to any business oriented youth: those who do not need to wait for employment but can create their own since the end goal is to earn a living. Some of the respondents noted to have used social media to generate income that they used to pay school fee and even support other family members. In fact, SNS have offered opportunities to advertise one's goods and services, connect with friends who in turn become potential partners in business, business mentors or customers for one's products, link up with potential employers as well as developing online content or do online projects. All these are potential income generation avenues freely offered by social media.

The interviewees stated that if most of the youths were disciplined enough to use the SNS in only income generation related activities; they would not be lamenting lack of jobs. They further stated that the youth are not short of ideas but have not attained the discipline enough to try out those ideas. They spend a lot of their money to buy data bundles only to be used to chat. From the study, the youth were in perfect agreement that SM is a powerful tool to empower the youth economically and even went ahead to cite some of the opportunities present in the SNS.

The fact that the youth are aware of the existing opportunities for income generation and that some have already harvested such opportunities and are earning from them, is evidence enough that the technology, in this case SM, is an important tool for development. If the potential in SM is harnessed, the society will surely develop. The youth will not only be socially connected, but also economically empowered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents summary of the discussions on key findings, conclusions drawn from the findings. Recommendations made are meant to address the objective of the study.

5.2 Summary of findings

5.2.1 Access to Social Media

As appertains to the extent to which the youth have access to SM, the study found out that majority of the youth between 19 and 34 years of age use SM. A very small percentage of the youth does not use SM and this was attributed to lack of devices that can connect them to it such as Smart phones or computers, or inability to get internet connection. The most commonly accessed social media include but not limited to WhatsApp, Facebook, YouTube, LinkedIn, and twitter. Most of the youth use SM on a daily basis and in a typical week, a 95% of the youth will have used it, with WhatsApp, Facebook, YouTube and Twitter being the most commonly accessed. They are likely to spend 3-4 hours with a 17.9 percent spending more than 6 hours.

5.2.2 Dominant uses which the youth make of Social Media

Moreover, the findings revealed that most of the youth are motivated by friends to access SM. This, in other words, would mean that the youth visit the SM because their friends are also there and would want to catch up with them, and so SM would offer them an ample forum to chat with them. Only a small number are motivated by reasons that could earn them an income such as business networking, blogging or looking for jobs. In summary, chatting, socialising and entertainment appeared as the main reasons why the youth access SM.

5.2.3 Extent to which the youth use Social Media to generate income

Furthermore, as appertains to the extent to which the youth use SM to generate income, it was found out that 75% of the youth are quite aware that SM offers opportunities for them to generate income. Majority also know that SM creates jobs. In fact, 39.3 percent have jobs they learnt through SM and at least 80.7 % know a friend(s) who use SM to earn a living. Most of the youth also have ideas on how to use SM to earn income such as advertising goods and services,

forming Action groups, networking for jobs and business ideas, blogs and online writing and selling products online. They also believe that SM media is a powerful economic empowerment tool and that they can use it to create a job that can generate income for themselves and other people. On the contrary, very few have harnessed these opportunities and that most of them use SM for reasons that are not income generation related.

5.3 Conclusion

Majority of the young people in the 19-34 years' age bracket are unemployed. Majority of them again are unmarried and this could be due to the inability to take care of families because they earn no income. While 95% of the youth use social media, majority spend averagely 3 – 4 hours a day on social media. This is quality time that if constructively used would earn one income. On the contrary, much of this time is spent in social networking activities such as chatting, looking for new friends and dating. At no time will these earn any coin and therefore it could be regarded as a waste of time.

Most youths are in the full knowledge that social media offers great opportunities for them to earn income. In addition, they have very constructive ideas on how to use the SM to earn income, get or create jobs. Ironically, a negligible number of the youth has harnessed these opportunities: some through interviews confessed to have paid their school fee through money earned in SM while others are still earning through it as well as employed other people. A majority have never exploited any of the opportunities they mentioned.

The study therefore concluded that the Social Media offers great opportunities for the youth to generate income but the youth have failed to utilise these opportunities and have rather resorted to chatting and other insignificant uses. The SM media is therefore a crucial forum to reduce the unemployment level among the use by a big margin.

5.4 Recommendations

With the high access to the social media, the youth ought to change their social media interactions to have them geared towards generating income. They should not only wait for formal jobs while they can create their own cheaply through SM. The youth with SMES should use the SM to advertise their products and link up with interested customers and this will increase their sales.

The youth should put into practice their ideas on how to use social media to generate income as identified in this paper through their responses both in the questionnaires and interviews.

Universities, colleges and training institutes should seize this opportunity to offer courses on use of SM as an entrepreneurial tool. This will equip young people with the necessary competence in using social media to earn income.

The Ministry of Youth and Sports should sensitise the youth on the existing opportunities on social media. This can be done through manageable county facilitated workshops. They could also offer training to youth groups on the use of SM as an entrepreneurial tool. In doing this, it should also enforce on the need to have more youth as employers rather than as employees. Social media will help many of them reach this.

5.5 Recommendations for further study

From the findings and conclusions of this study, I recommend that further research be done. Majority of the youth have ideas on how to use SM to generate income yet very few put these ideas in practice. A research could help find out why this is the case. The findings could give an insight on how to help the youth exploit the opportunities.

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APPENDICES

Appendix I: Letter of Introduction

I am Rwanda Stanley, an MA Student at the University of Nairobi, doing a study on the role of social media in income generation among the youth in Kenya. In this regard, I humbly request you to support my study by filling in the questionnaire. All the information you give here shall be used purely for academic purposes and shall be treated with utmost confidentiality.

God bless you for sparing a moment to answer the questions therein.

Appendix II: Questionnaire

SECTION A: PERSONAL INFORMATION

Please tick the appropriate option

1. Gender

Male

Female

2. Age

9 - 22

23 - 26

27 - 30

31 - 34

3. Education level

Certificate Diploma Bachelors Masters and above

4. Marital status

Married

Single

5. Employment Status

Employed

Not employed

SECTION B: CLOSED ENDED QUESTIONS

1. Do you use social networking sites?

Yes

No

2. If yes, which of the following social networking websites do you currently have an account with?
- Facebook
 - Linked in
 - WhatsApp
 - Twitter
 - You tube
 - Other
3. In a typical week, how likely are you to use social networking websites?
- Not at all likely
 - Slightly likely
 - Moderately likely
 - Very likely
 - Extremely likely
4. In a typical week, which of the following social networking websites do you use most often?
- Facebook
 - Linked in
 - WhatsApp
 - Twitter
 - You tube
 - Other
5. What motivates you to visit these sites?
- Looks and layout
 - Business networking
 - Jobs
 - Friends
 - Blogging
 - Security
 - Games
 - Chatting
 - Other
6. What is the time you spend on social networking sites per day?
- <2hrs
 - 2-4hrs
 - 5-6hrs
 - >6hrs

7. Do these social networking sites provide opportunities to youth to generate income?
 Yes
 No
8. If yes, have you harnessed any?
 Yes
 No
 If yes, specify the opportunities _____
9. To what extent do you think social media creates jobs?
10. I have employed other people through Social Media.
 True
 False
11. I have a job that I learnt of through Social Media.
 True
 False
12. I know friends who use social media to earn a living.
 True
 False
13. I have ideas on how to use social media to earn income.
 True
 False

Kindly rate your level of agreement with the following statements, whereby:

1. Strongly Disagree

2. Disagree

3. Strongly Agree

4. Agree

Social Media Use

1 2 3 4

14. Most of the Social Media engagements are not income generation related.
15. Social Media offers opportunities for me to advertise my products.
16. Social Media offers opportunities for young people to form Action groups that help them generate income.
17. I can use Social Media to create a job that can help me generate income for myself and other people.
18. Social Media is a powerful tool for youth economic empowerment especially by creating avenues where the youth can generate income.

SECTION C. OPEN ENDED QUESTIONS

1. Your own opinion, for what reasons do the young people use the Social Media?

2. Do you think the youth can use social media to generate income? Briefly explain.

3. In what ways can the youth use Social Media to generate income?

Appendix III: Interview Guide

- i. Do you use the Social Media?
- ii. For how long have you used the Social Media?
- iii. Which Social Media do you most often use?
- iv. For what purpose do you use the Social Media?
- v. In what ways do you use the Social Media to generate income?
- vi. Which social media do you specifically use to generate income?
- vii. For how long have you earned income from Social Media?
- viii. How did you learn about the Opportunities in Social Media?
- ix. How have you used social media to create employment to other people?
- x. In what ways is the Social Media an avenue for young people to generate income?
- xi. How can the youth seize this opportunity? In your own opinion, do you think the youth have seized this opportunity?
- xii. How can the young people use the Social Media to create employment for themselves so that they are self-reliant?

Appendix IV: Certificate of Fieldwork



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10/07/2017
DATE

Dr. Samuel Siringi
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22/08/2018
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Dr. Ndeti Ndeti
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Appendix V: Certificate of Corrections



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Appendix VI: Certificate of Originality

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