

Attitude of Social Media Users to Internet Advertising

CHIOMA Patricia E.¹, OMONIYI Ifedolapo¹, and ONUIRI Ernest E.²

¹Department of Mass Communication, Babcock University, Ilishan-Remo, Ogun State, Nigeria

²Department of Computer Science, Babcock University, Ilishan-Remo, Ogun State, Nigeria

Email of Corresponding Author – ernestonuiri@gmail.com

Abstract

The pervasiveness and wide use of social media has become a global phenomenon and has since become a viable tool in promoting products and brands. It is in view of this that this research seeks to ascertain the attitude of social media users to Internet advertising. The adopted methodology is the descriptive survey with the target audience being college students of Covenant University, a privately owned faith-based institution of higher learning in Southwest Nigeria. Results obtained showed that 100% of the social media users have knowledge of Internet Advertising whereas 71.8% of the respondents actually pay attention to the Internet adverts, hence suggesting that the Internet can be a good tool for brand promotion. Findings also reveal that 73% of respondents have at some point altered their purchase decision due to various adverts they have been exposed to on the Internet.

Conclusion and recommendations

1.0 Introduction

Social media are platforms supported by the Internet where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal texts, pictures, videos and audio. Through these platforms, individuals and groups create and exchange content and engage in person-to-person or group conversations. Social media appear in many forms including data, content, image and video sharing, blogs, micro blogs, forums, message boards, social networks, wikis, virtual worlds, social bookmarking, tagging, news, writing communities, digital storytelling, scrapbooking, podcasts portals and collective intelligence. Furthermore, there are lots of well-known sites such as Facebook, LinkedIn, Twitter, YouTube, Whatsapp, Imo, 2Go, WeChat, ChatON, Yahoo Messenger, Google+, Blackberry Messenger, Instagram, Snapchat, MySpace, Flickr, WordPress, Pinterest, Blogger, Wetpaint, Second Life, Lulu, LiveJournal, Typepad, Wikipedia, Wikidot and Skype.

The use of Social media is now a common phenomenon in the Nigerian Society and has become a viable communication tool that cuts across all societal strata. Results from a survey carried out in 2013 showed that, out of the 167 million people in Nigeria, there were at least 9 million social media users. They further ascertained that Facebook is the most frequently used social networking site and the largest age group of Nigerian Facebook users are from ages 18-24 which translates to 1,930,460 users (Terragon Limited, 2013).

The Internet is a global computer network that provides a variety of information and communication facilities, consisting of interconnected networks using standardized

communication protocols. The Internet is been used by people from all walks of life. Business professionals, students, stockbrokers, researchers, doctors, entertainers, politicians, social workers, the police, pilots, kids, parents, teachers, and movie stars- virtually everyone who wants to succeed in the information society uses the Internet. The Internet has become a mass-market utility, and as such, businesses are using it to advertise and market products.

Although some welcome it as a panacea while others fear it as a curse, all would agree that it is quite capable of transforming the society. Hard-nosed and dispassionate observers have recently concluded that the Internet and its related technologies, “will change almost every aspect of our live; private, social, cultural, economic and political, because they deal with the very essence of human society: communication between people. Earlier technologies, from printing to telegraph have wrought big changes over time but the social changes over the coming decades are likely to be much more extensive, and to happen much faster than any in the past, because the technologies driving them are continuing to develop at a breakneck pace. More importantly, they look as if together they will be as pervasive and ubiquitous as electricity (Manasian, 2003).

Internet advertising can also be called online advertising or online marketing. It is a form of marketing and advertising which uses the Internet as a platform to deliver promotional marketing messages to consumers. It can also be described as the use of the Internet as an advertising medium, where promotional messages appear on the screen. Internet advertising has become one of the most popular online activities and has become a cultural phenomenon (Mew, 2006). Millions of young people spend their free time online instead of watching television or listening to the radio (Creamer & Klaassen, 2006). In view of the foregoing, advertising on the Internet has become a very important marketing strategy, because it helps drive traffic on the advertiser’s website.

According to consumers, Internet advertising includes many forms of commercial content; from electronic advertisements that are similar to traditional advertisements (e.g., billboards and banner ads) to formats that are different from traditional advertisements, such as corporate websites (Ducoffe, 1996). The growth in Internet adverts revenue and spending on Internet advertising demonstrates the enthusiasm marketers and advertisers have about the Internet and their willingness to spend billions to use it (Wasserman, 2006).

As with other countries around the world; social networks and blogs continue to dominate time spent by online users. A social media report based on a research pioneered in the United States claimed that social networking accounts for nearly a quarter of total time spent on the Internet with nearly 4 in 5 Internet users visiting social networks than they do on any other U.S website. Nigeria on the other hand, has an Internet penetration of about 43.9 million representing a population that is 4 million less the entire population of South Africa; a combined Internet population of Egypt, South Africa, Morocco and Kenya (Kayode, 2012).

On social networking sites, there are pop-up adverts. These are web browsers that display advertisements. This interrupts the interactions of social media users on social networking sites. For example, on YouTube, when trying to view videos there are several pop up adverts that interrupts and confuse social media users. Advertisers have capitalized on this to reach their

target audience. However these adverts pop-up during social media interactions which becomes an interference and distraction that covers up the work that is going on. Online advertising provides revenue that enables the networking sites to survive but on the other hand, excessive commercialization in the form of advertising can lead to a diminishing appeal of social networking sites to users (Taylor, Lewin & Strutton, 2011).

2.0 Research Questions

The following research questions were investigated:

1. What type of adverts pop-up on social media platforms?
2. How much attention do Covenant University students pay to advert messages?
3. What factors determine the level of attention paid to Internet advert messages by Covenant University students?
4. To what extent does Internet advertising influence the buying behaviour of Covenant University students?

3.0 Theoretical Framework

The Uses and Gratifications Theory was adopted in this study. This theory attempts to make sense of the fact that people consume a particular set of media messages for all sorts of reasons. The theory refers to the idea that people use the media for specific gratifications. The main idea of the theory is that people are not helpless victims of all powerful media, but use the media to fulfil their own various needs.

Compared with classical effects studies, the uses-and-gratification approach takes the media consumer rather than the media message as its starting point, and explores the communication behaviour of the consumer in terms of direct experience with the media. It views the member of the audience as actively utilizing media contents, rather than being passively acted upon by the media. Thus it does not assume a direct relationship between messages and effects, but postulates instead that members of the audience put messages to use, and that views such usage as intervening variables in the process of effect. Consequently, the audience is assumed to be active and goal-oriented. The audience are largely responsible for choosing the media to meet their own needs. In this view, mass media are considered to be only one factor contributing to how needs are met, and such audience are assumed to have considerable agency: that is, they know their needs and how to gratify those needs (Littlejohn & Foss, 2008).

According to Griffin (2012), these are the key assumptions;

- i. People use the media for their own particular purpose:** This theory emphasizes the personal media choices consumers make to fulfil different purposes at different times. They decide which media they want and what effects they want the media to have on them. The audience is conceived as active in this theory.
- ii. People seek to gratify their needs:** The deliberate choices people make in using the media are presumably based on the gratification they seek from such media. According to Katz, Blumler and Gurevitch (1974), cited by Griffin (2012), "in the mass communication process much initiative in linking need gratification and media choice

Journal of Applied Science

- lies with the audience member. This places a strong limitation on theorizing about any form of straight-line effect (a specific effect on behaviour that is predicted from media content alone, with little consideration of the differences in people who consume that content) media content on attitudes and behaviour.”
- iii. **Media compete for your attention and time:** This approach directly acknowledges the competition. Not only do media compete with each other for audience time, they compete with other activities that do not involve media exposure. The media also competes with other sources of satisfaction.
 - iv. **Media affect different people differently:** One of the key concepts of the uses and gratification theory is that the same media message doesn’t necessarily affect everyone the same way. This is because media audiences are made up of people who are not identical to each other. In terms of media effects, differences matter.
 - v. **People can accurately report their media use and motivation.**

The important point of the adopted theory is that the audience member is active. This theory is relevant to this research because social media users are active audience members. They decide on what social media platforms to use and also when to use them, they also decide what motivates them to use various social media sites. The social media users also decide on what form of advertising to click on, and how such Internet advert affects them. The Internet adverts competes with social media users’ attention and time, which is one of the basic assumptions of this theory. Furthermore, this theory enables the research process to examine the various social media platforms that the members use and also the reason why they consume it. It also facilitates the deduction of the kinds of adverts social media users deliberately expose themselves to on the Internet and the effects the adverts have on the users (Katz, Blumler & Gurevitch, 1974).

4.0 Methodology

This study employed the descriptive survey method which allows for the easy collection of significant amount of data in an economical and efficient manner. Hence, structured questionnaires were distributed amongst a sample size of 250 respondents who were purposively selected from the undergraduate students of Covenant University, Sango Ota, Ogun State. A response rate of 99% was recorded as 248 questionnaires were properly filled. The research instrument was subject to a pre-test prior to conducting the study to ensure reliability, whereas the Statistical Product and Service Solutions (SPSS) package version 21 was used to analyze the data, and results presented in descriptive statistical tools of simple frequency table, and bar charts.

5.0 Presentation and Discussion of Findings

This section presents the research findings in tabular and graphical forms. Discussions elaborating on deductions that can be made from the disposition of the respondents also ensue.

Table 1: Demographic distribution of the respondents

Variables	Frequency	Percentage
-----------	-----------	------------

Journal of Applied Science

Sex of Respondents		
Male	122	49.2
Female	126	50.8
Total	248	100.0
Respondents' Age		
16-21	213	85.9
22-25	13	5.2
26-35	22	8.9
Total	248	100.0

Table 1 Illustrates male respondents 122 (49.2%) and female respondents 126 (50.8%). In this study, it showed that the female respondents are slightly more than the male respondents, indicating that the survey slightly favoured the female respondents. In addition, among the 248 respondents, 213 (85.9%) were between the ages of 16 to 21 years, 22 (8.9%) were between the ages of 26-35 years, and 13 (5.2%). This makes the most represented age range in the survey 16 to 21years.

Research question 1: What type of adverts pop-up on social media platforms?

Table 2: Distribution table showing Covenant University students awareness of Internet advertising.

	Frequency	Percentage
Yes	248	100.0
No	0	0.0

Table 2 reveals that 100% of the respondents are aware of Internet advertising. This implies that the respondents had valuable information about the phenomenon being investigated and were comfortable with the questions, since they were familiar with concepts associated with Internet Advertising. It also means that they all had access to the Internet.

Journal of Applied Science

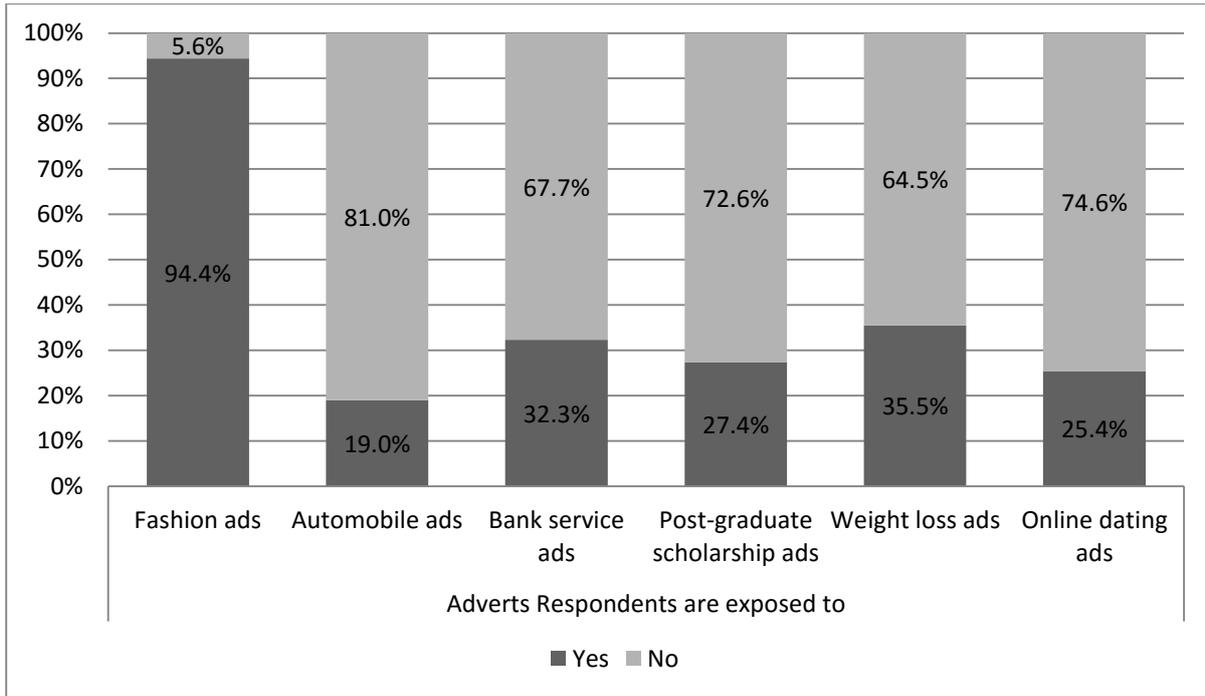


Figure 1: Advert Categories Which Respondents are exposed to.

Figure 1 shows that the frequency of adverts respondents are exposed to; 234 (94.4%) fashion ads, 47 (19.9%) automobile ads, 80 (32.3%) bank services ads, 67 (27.4%) post-graduate scholarship ads, while 88 (35.5%), are attributable to online dating ads. This indicates that a very high study of student participants 234 (94.4%) are more exposed to fashion ads.

Research question 2: How much attention do Covenant University Students pay to advert messages?

Table 2 and Figure 1 depict questions and variables that are pertinent to answering research question two.

Table 3: Distribution table showing the extent to which Internet Advertising capture the attention of Covenant University students

	Frequency	Percentage
To a very large extent	91	36.7
Large extent	87	35.1
Little extent	23	9.3
No extent	6	2.4
Neutral	41	16.5
Total	248	100.0

Table 3 shows 91 (36.7%) respondents’ attention are captured to a very large extent by Internet advertising, 87 (35.1%) large extent, 23 (9.3%) little extent, 6 (2.4%) no extent and 41 (16.5%)

Journal of Applied Science

are neutral. This table depicts that many respondents were either captured by Internet advertising to a very large extent 91 (36.7%) or to a large extent 87 (35.1%).

Table 4: Distribution table showing if Covenant University students take their time to watch or read the adverts that pop-up.

	Frequency	Percentage
Yes	183	73.8
No	65	26.2
Total	248	100.0

Table 4 reveals that 183 (73.8%) of the respondents take their time to watch or read adverts that pop-up, while 65 (26.2%) chose no. This illustrates that majority of the study participants take their time to watch or read the adverts that pop-up 183 (73.8%).

Table 5: Distribution table showing how often Covenant University students read or watch pop-up adverts.

	Frequency	Percentage
Every time I am online	121	48.8
Occasionally	56	22.6
Never	12	4.8
When I'm Interested in the adverts	59	23.8
Total	248	100.0

Table 5 illustrates that 121 (48.8%) respondents read or watch pop-up adverts every time they are online, 56 (22.6%) respondents chose occasionally, 12 (4.8%) respondents ticked never, and 59 (23.8%) said they watch or read pop-up adverts when they are interested in the adverts. This indicates that 121 (48.8%) respondents read or watch pop-up adverts every time they are online, while 56 (22.6%) occasionally read or watch pop-up adverts. However, 12 (4.8%) of the study participants have never read or watched pop-up adverts.

Research question 3: What factors determine the level of attention paid to Internet advert messages by Covenant University Students?

Figure 2 illustrates the factors that determine the level of attention paid to advert messages among respondents.

Journal of Applied Science

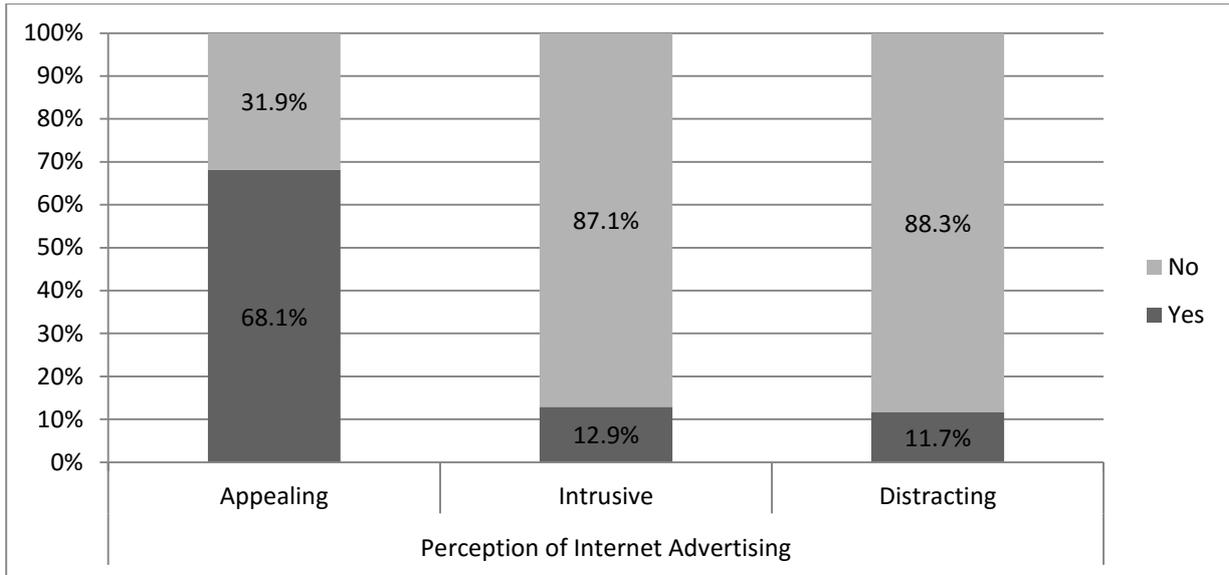


Figure 2: Perception of Internet Advertising

Figure 2 shows that 168 (68.1%) respondents perceived Internet advertising as appealing, 31 (12.9%) respondents think Internet advertising is intrusive and 29 (11.7%) respondents find Internet advertising distracting. This indicates that Internet advert messages are appealing to majority of the study participants; 168 (68.1%), while 31(12.9%) claimed it was intrusive and distracting 29 (11.7%).

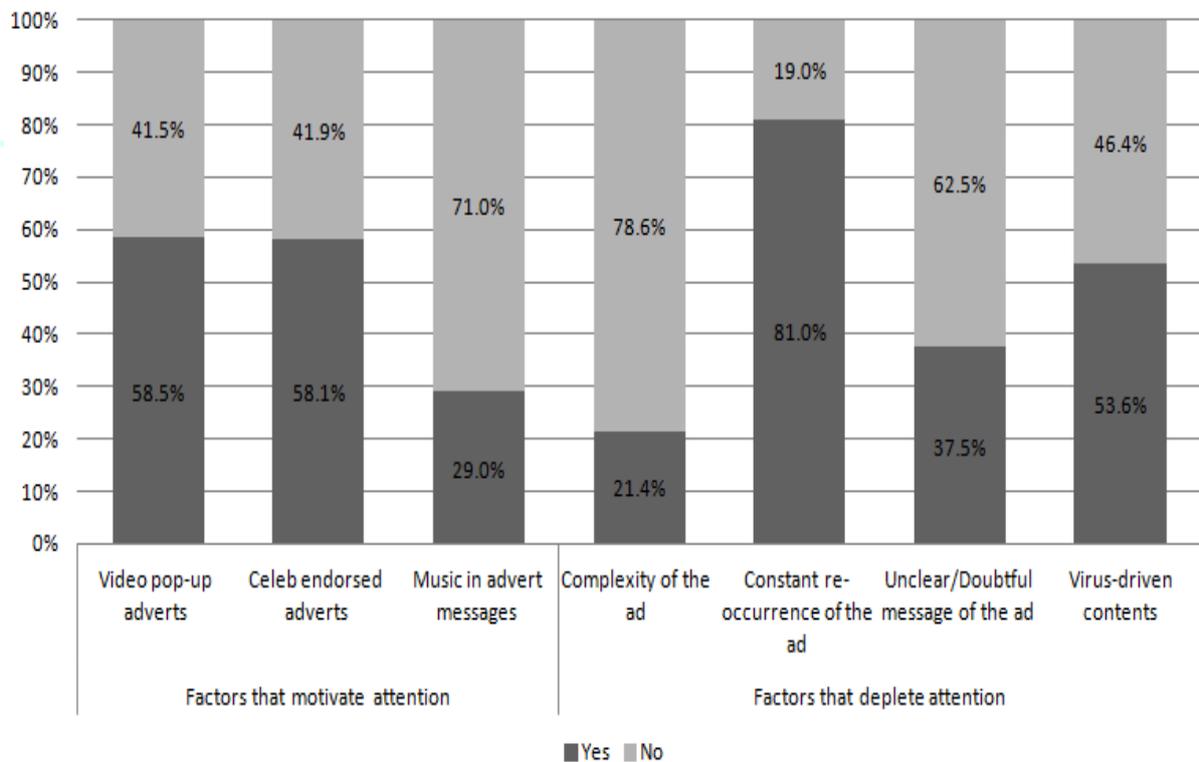


Figure 3: Factors that Motivate or Deplete Advert Attention

Journal of Applied Science

Figure 3 illustrates the response to the factors that motivate and deplete their attention to Internet advertising. For the factors that motivate attention, 145 (58.5%) respondents chose video pop-up adverts, 144 (58.1%) ticked celeb endorsed adverts, and 72 (29.0%) chose music in advert messages, while for the factors that deplete attention, 53 (21.4%) chose complexity of the adverts, 200 (81.0%) respondents chose constant re-occurrence of the ad, 93 (37.5%) respondents ticked unclear/doubtful message of the ad, and 132 (53.6%) respondents ticked virus-driven contents. This depicts that video pop-up adverts motivate many respondents to be attentive 145 (58.5%), while the use of celeb endorsed adverts motivated almost equal proportion of the study participants to pay attention to the adverts 144 (58.1%). On the other hand, constant re-occurrence of the adverts discourages majority of the respondents from being attentive to the advert messages 200 (81%), while virus driven contents 132 (53.6%) also depletes respondents' attention to advert messages.

Research question 4: To what extent does Internet advertising influence the buying behaviour of Covenant University students?

Tables 6 and 7 depict the extent to which Internet advertising influence the buying behaviour of Covenant University students.

Table 6: Distribution table showing how Internet advertising makes Covenant University students aware of various products in the market.

	Frequency	Percentage
Strongly Agree	146	58.9
Agree	90	36.3
Undecided	6	2.4
Disagree	1	0.4
Strongly Disagree	5	2.0
Total	248	100.0

Table 6 shows that 146 (58.9%) respondents strongly agree that Internet advertising makes them aware of various products in the market, 90 (36.3%) agrees, 6 (2.4) respondents are undecided, 1(0.4%) disagrees and 5 (2.0%) respondents disagrees. This indicates that Internet advertising makes respondents to be aware of various products to a very large extent (Strongly agree 146 (58.9%) + Agree 90 (36.3%) = 236 (95.2%)).

Table 7: Distribution table showing how Covenant University students have altered their purchase decisions due to various products Internet advertising exposed them to.

	Frequency	Percentage
Strongly Agree	88	35.5
Agree	93	37.5
Undecided	36	14.5
Disagree	25	10.1
Strongly Disagree	6	2.4

Journal of Applied Science

Total	248	100.0
-------	-----	-------

Table 7 shows that 88 (35.5%) respondents strongly agree that they have altered their purchase decision due to various products exposed to them by Internet advertising, 93 (37.5%) agree, 36 (14.5%) are undecided, 25 (10.1%) disagree and 6 (2.4%) strongly disagree. This depicts that majority of the study participants had altered their purchase decisions as a result of Internet advertising (Strongly Agree 88 (35.5%) + Agree 93 (37.5%) = 181(73%)).

Table 8: Distribution table showing how Internet Advertising promotes the convenience of home delivery.

	Frequency	Percent
Strongly Agree	182	73.4
Agree	60	24.2
Disagree	6	2.4
Total	248	100.0

Table 8 shows that 182 (73.4%) strongly agree that Internet advertising promotes the convenience of home delivery, 60 (24.2%) agree, 6 (2.4%) disagree. This shows that majority of the study participants indicated that Internet advertising promotes the convenience of home delivery (Strongly Agree 182 (73.4%) + Agree 60 (24.2%) = 242(97.6%)).

Table 9: Distribution table showing how Internet Advertising persuaded Covenant University students to purchase a particular product they saw online.

	Frequency	Percent
Strongly Agree	148	59.7
Agree	81	32.7
Undecided	7	2.8
Disagree	6	2.4
Strongly Disagree	6	2.4
Total	248	100.0

Table 9 shows that 148 (59.7%) respondents strongly agree that the Internet advertising persuaded them to purchase a product they had seen online, 81 (32.7%) agree, 7 (2.8%) respondents were undecided, 6 (2.4%) disagree and 6 (2.4%) strongly disagree. The respondents indicated that Internet advertising persuaded them to purchase a particular product they had seen online (Strongly Agree + Agree=92%).

6.0 Discussion of Findings

Research Question 1

Table 2 shows that 248 (100%), that is all of the students are aware of what Internet advertising is all about. Figure 1, further explained that most Covenant students 234 (94.4%) are exposed to mostly fashion pop-up adverts. This could be because of the nature of the respondents in that their environment is dominated by fads of the fashion world. Figure 1 also shows that 88 (35.5%) of students are exposed to weight loss ads, 80 (32.3%) are exposed to Bank services followed by a 67(27.4%) being exposed to post-graduate scholarships ads, 63(25.4%) to online dating ads and a small portion of 47(19%) being exposed to automobile. The reason for the reduced respondents for automobile adverts could be as a result of the study participants not being able to afford the products advertised since they are mainly undergraduate students.

Research Question 2

In response to the question 'Do you take your time to watch or read the advert that pop-up?' 183 (73.8%) responded that they do take their time to go through a pop-up advert while the remaining 65(26.2%) don't give it attention as shown in table 4.

Table 5 shows that 121(48.8%) of the students admit that they frequently take their time to read and watch pop-up adverts every time they are on their social accounts. While 115(46.4%) occasionally glance through the adverts. This could happen because of boredom or just plain curiosity. 12 (4.8%) respondents say they never read or watch pop-up adverts when online and this could be because they find it as time wasting or they feel it might lead them to impulse buying. There is also a slight difference of 6 respondents of those that frequently pay attention to pop-up adverts when they are online and those that occasionally pay attention or only pay attention when they are interested.

Linking the theory Uses and Gratification which this research adopts, it is evident here that the respondents of this study use the media to satisfy their own need. It can be argued that the respondents click on the adverts to while away time and also click on them because they are bored.

Research Question 3

According to the chart depicted in figure 2, a higher number of the students 168 (68.1%) find Internet advertising appealing. This could be because as students/youths it is easy for them to get distracted with images of bright colours or celebrities which is what most Internet adverts characterize. 31(12.9%) of the student population found it is intrusive. However, 29 (11.7%) found it distracting. Consequently, it can be deduced that the reasons the respondents occasionally pay attention or only pay attention to Internet adverts could be as a result of them finding the adverts intrusive or distracting.

Furthermore, it was discovered that most students 145(58.5%) pay attention to Internet advertising when it is presented in the form of a video pop-up. This could be because the video makes use of the audio-visual advantage which enables the students to see what is being advertised and also hear how it works. 144 (58.1%) say that they would pay attention to any celebrity endorsed advert. This could be because as students, they are striving to live the kind of lives such celebrities live as such might be motivated to see what the celebrity has on or if he/she can purchase the product. 72 (29.0%) of the respondent stated that they would pay attention to internet advertising if it contained music.

The graph figure 3 further explains that 200 (81.0%) of the respondents say they won't pay attention to Internet advertising if it is constantly repeated. Most students find this annoying and intrusive. 132 (53.6%) admit they would not pay attention to Internet advertising because the message could contain malicious codes such as viruses, which can be very harmful to their gadget. In addition, 93(37.5%) of the respondents state that they won't glance through Internet advertising because the messages they are trying to pass might either be unclear or appear dubious. They might think this way because of the issues of Internet fraud, hacking and other cybercrimes. 53(21.4%) of the respondent population state that they would not pay attention to any form of Internet advertising because of the complex content of the AD message.

Research Question 4

In table 6, majority 236 (95%) of the respondents agreed that Internet advertising make them aware of the various products in the market. While a small fraction 12 (4.8%) of the respondent population answered that they did not agree with this fact.

181 (73%) responded and admitted that they have changed their purchase decision due to some products they have been exposed to through Internet advertising. This could be because they found a better product at a cheaper price or they just found a better product. The remaining 67(27%) don't agree with this. It could be because they are loyal customers to where they get their products or they don't trust Internet advertising.

In response to the research question Internet advertising promoted the convenience of home delivery, 242 (97.6%) of the respondents agreed that Internet advertising also provides home delivery while 6 (2.4%) disagreed.

In addition, majority of the respondents 229 (92%) agreed that Internet advertising has in one way or the other persuaded them to purchase a product being advertised online. The remaining 19 (7.6%) do not agree with this statement either because they cannot be easily influenced by just an advert or they believe in seeing a product face to face before purchasing.

Major Findings

The major findings deduced from this research are elucidated as follows;

- i. Majority (89.9%) of the Covenant University students use Twitter which is classified as micro blogging under social media platforms.

- ii. Also, majority (94.4%) of Covenant University students participants are exposed to fashion adverts.
- iii. Furthermore, there is a very high percentage (71.8%) of student participants whose attentions are captured by Internet advertising. In addition a very high percentage (73.8%) of students take their time to read pop-up advert, and almost half the total percentage of respondents 121 (48.8%) frequently read or watch pop-up adverts every time they are online.
- iv. In addition, majority (68.1%) of the respondents find Internet advertising appealing. A large portion (58.5%) of the student participants prefer video pop-up adverts and adverts that are celebrity endorsed (58.1%). Also 81.0% of the respondents would not pay attention to the pop-up adverts because of its constant re-occurrence.
- v. Finally, Internet advertising influences the buying behaviour of the respondents to a very large extent.

CONCLUSION

The result of this investigation shows that 100% of the social media users are aware of Internet Advertising and 71.8% of the respondents actually pay attention to the Internet adverts, so advertising on the Internet can be a good tool for brand promotion if it is effectively utilized by the advertisers and if the target audience are characterized largely by young college students.

Also Internet advertising is not limited to just making social medial users aware of various products in the market, since research has proved that 73% of respondents altered their purchase decision due to various adverts they were exposed to on the Internet. Generally, due to the findings of this study, social media users have a positive attitude to Internet advertising because they consider it more interesting and appealing.

RECOMMENDATIONS

In view of the foregoing, it is recommended that;

- i. Since Internet adverts have good effects on social media users, advertisers should ensure that they reduce the complexity of their advert message.
- ii. Internet advertisers should make sure that their adverts are not virus ridden and do not have constantly repeated, so as not to make social media users think they are intrusive.
- iii. Also Internet advertisers need to make their advertising campaigns more suitable and flexible for social media users.
- iv. Social media users should also ensure to have a positive attitude to Internet adverts that pop-up while they are interacting on the various social media platforms.
- v. Above all, for social media users to have a positive attitude towards Internet advertising, their psychological needs must not be altered.

REFERENCES

- Cremer, M. & Klaassen, A. (2006, May). *Social Climbers. Advertising Age Disadvantages of Internet advertising* (n.d.). Retrieved November 9, 2014, from
- Ducoffe, R. H. (1996). *Advertising value and Advertising on the Web*. Journal of Advertising Research, 36(September/October).
- Griffin Em, (2012). *A First Look at Communication Theory* (13th Edition). New York: McGraw-Hill/Irwin.
- Katz, E., Blumler, J., & Gurevitch, M. (1974). Utilization of mass communication by the individual. In J. Blumler & E. Katz (Eds.), *The uses of mass communication: Current perspectives on gratifications research* (pp. 19–34). Beverly Hills, CA: Sage.
- Kayode A.O. (2012). *The Impact of Social Media Marketing Communications on Consumers' Perception of Brands*.
https://www.academia.edu/7788051/The_Impact_of_Social_Media_Marketing_Communications_on_Consumers_Perception_of_Brands
- Littlejohn, S. W and Foss, K.A (2008). *Theories of Human Communication, Ninth Edition*, Belmont, CA: Thomson Wadsworth.
- Manasian D. (2003). *Digital dilemmas: a survey of the Internet Society*. *Economist*, Jan 25: 1-26.
- Mew, L. (2006). *Online Social Networking for New Research Opportunities*. Encyclopaedia of virtual communities and technologies. Hershey, PA: Idea Group Inc.
- Taylor D., Lewin E. & Strutton D. (2011). *Friends, Fans, and Followers: Do Ads work on Social Networks? How gender and age shape receptivity*. Journal of Advertising Research, 51(1), 258-275.
- Terragon Limited (2013). *State of Digital Media in Nigeria*.
- Wasserman, T. (2006). *Smaller Social Networks Seen as Next Big Thing*. Brand week, 47(36), 15. Retrieved November 14, 2014, from the Academic Search Elite Database.

