*Full Length Research Paper*

# Social media as instrument of global mobilization: a textual analysis of the 'bring back our girls' campaign

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**Abstract**

The abduction of the over 200 female students of Government Secondary School, Chibok, Borno State, Nigeria on the 14th of April, 2014 by the outlawed Boko Haram insurgents; attracted global condemnation which went viral on social media. This is more so as the act is at variance with international norms of freedom and respect for human dignity. Beside this, various articles and resolutions of the United Nations condemn acts of abduction, trafficking in persons and terrorism. Furthermore, the third item of the Millennium Development Goals (MDGs) seeks to provide equal access to education for the girl child. Equally worrisome is the fact that the male – female school enrolment ratio in Northern Nigeria is grossly uneven in favour of the latter. The problem therefore, is to find ways and means of bringing back the Chibok girls and enable them return to school. The study explores the instrumentality of the social media for mobilizing global response to terrorism and support for the "bring back our girls" campaign. The frustration aggression and the technological determinism theories serve as theoretical framework. Qualitative content textual analysis methodology is adopted for the study. Research design employs the critical discourse analysis as parameter of measurement. Findings reveal that the various campaign texts posted on social media are aimed at mobilizing global support against terror. Results indicate that social media texts are positive about the campaign, but expressed dissatisfaction over slow government effort at securing the release of the girls. The study recommends that alongside the military option, global campaign should be intensified to end terrorist activities and secure the safe release of the abducted girls.

**Keywords:** Social media, Global mobilization, "Bring back our girls" campaign, Chibok, Nigeria.

## INTRODUCTION

The advent of social media has thrown another challenge to scholars. Today, researchers have to extend their tentacles from studying issues relating to traditional media (print and electronic broadcast) to the 'new comer'. One unique thing about the social media is that nobody controls what people post on or receive from it. This has greatly granted the citizenry an unquantifiable control of the media. Citizens here include everybody irrespective of age, gender, social class, educational background, race, religion e. t. c. The social media is for the people and the people are for social media. Mohammed (2013) corroboratively observes that "social media are part of what is regarded as the information society". Chu (2011) adds that "social media have become the most popular

means of communication for college – age internet users". These assertions give credence to the fact that social media and the people are gradually becoming inseparable (See Ekeli and Enobakhare 2013, Dominick 2011).

Social media have become channels through which people express their feelings, be they happy, sad, satisfied, unsatisfied e.t.c. The abduction of the over 200 female students from Government secondary school, Chibok on April 14, 2014 by the outlawed Boko Haram insurgent sect generated different reactions and attracted worldwide condemnations. It was the thinking of many people that the Federal Government, whose duty it is to protect lives and property as enshrined in section 14(b)

of the 1999 constitution of the Federal Republic of Nigeria (as amended); acted with levity before, during and even after the abduction. This perceived negligence irked people at home and abroad who felt that the abductees' individual rights to quality education in line with the Millennium Development Goals (MDGs) was trampled upon.

Consequently, activists and campaigners took to social media to mobilize people across the globe to demand the release of the abducted girls under the slogan "Bring back our girls' campaign. The social media platform, became not only a veritable but also instrumental avenue through which people expressed their feelings about the "Fatwa" and coordinated activities such as rallies, prayers, sit-ins, observance of salient-moments e.t.c. to drive home their grievances. This paper attempts a textual analysis of the 'bring back our girls campaign messages on social media sites.

## Statement of Problem

The campaign to secure the release of the abducted female secondary school students from Government Secondary School, Chibok, Borno state, Nigeria by the outlawed Boko Haram sect has been taken to social media with the slogan, "Bring Back our Girls". While it is clear that such attempts are geared towards the safe return of the innocent victims of terror, what is not clear are the textual meanings of the various messages and comments posted on social media relating to the subject matter. The problem therefore, is the need to analyze such text messages and comments to determine if they are in line with the overall objective of securing the safe release of the abducted girls. There is also the need to look at variables like mobilizing people globally for action on the abduction.

## Objectives of the Study

The general objective of the study is to determine through textual analysis, how social media have been deployed to mobilize people globally on the safe release of the abducted school girls. Specifically, the study intends to achieve the following:
• To determine if social media have been used to mobilize global support for the 'Bring back our girls' campaign.
• To determine the direction of the 'bring back our girls' campaign text messages and comments on social media.
• To verify the level of satisfaction expressed by the campaign with government efforts at rescuing the abductees.

## Research Questions

This study is set to provide answers to the following questions:

• Have social media been used to mobilize global support for the 'Bring back our girls' campaign?
• What is the direction of the 'Bring back our girls' campaign text messages and comments on social media?
• What is the level of satisfaction expressed by the campaign with government efforts at rescuing the abductees?

## Literature Review

### Developing Phases of Social Media

Social media comprise of websites that enable users to share content as senders and receivers. They are basically used for social networking. Nwanton, Odoemalamn, Orji-Egwu, Nwankwo and Nweze (2013) define social media as:

> Those internet-based tools and services that allow users to engage with each other, generate contents, distribute and search for information online.

In differentiating between social media and social media networks, Ozuru and Ekeanyanwu (2013) observe that social media could be referred to as "the social networks, on the other hand social media are software programmes that enable a two-way communication". Social media network includes Facebook, Twitter, Myspace, Youtube, BBM etc. Social media have evolved in different phases overtime. Taprial and Kanwar (2012: 9-24) trace the developing phases of social media:

### The Phreaking Era (1950 - early 1990s)

Phreaking is a 'slang term' coined to describe a culture of people who study, explore and experiment with telecommunication systems in their spare time. Social media evolved from the manipulation of basic telecommunication systems sometime in the late 1950s (Taprial and Kanwar, 2012). It was initial attempts by people to manipulate telecommunication services and make free calls that led to what is today known as social media. This trend of manipulations lasted between 1950 to early 1990s.

### Bulletin Board Systems (BBSs) – (1979 - 1995)

It is on record that the first BBS or electronic Bulletin Board System was developed by Ward Christian and open to the public in 1979 (Taprial and Kanwar 2012). These bulletin systems were small servers that were powered by personal computers and attached to a modern, where one person at a time could dial in and get access. The user had to log in to perform functions like uploading or downloading software, exchange messages

with others through e-mail or public message boards. These were used as a medium for social discussions on message boards, for community - contributed file downloads and also online games. This was a significant step for the eventual multiplicity of social media as we have today.

**Commercial Online Services (1979-2001).**

In the early days, commercial online communication service was used in reference to commercial computer communication services; in which the paid members could dial via computer modern. The service private computer network can access various services and information resources such as bulletin boards, download files and programmes, news article, chat rooms and electronic mail services. The first commercial online services to go live in 1979 were 'compuserve' and 'the source' which were owned by large corporate companies.

**The World Wide Web (www) – 1991**

It is on record that though the internet had existed as network since the late 1960's, the World Wide Web (www) came to limelight on 6th August, 1991 (Tiprial & Kanwar 2012). Prior to that time, access to the internet was available only to those who had legitimate University, Government or Military connections. However, in the mid 1990s, many private Internet Service Providers (ISPs) came into being. Today, the World Wide Web is very popular among internet users globally.

**IRC, ICO and Instant Messenger (1983 - 1996).**

The Internet Relay Chat (IRC) was created in August 1983 by Jarko Oikarinem. It was then that people started using the hash tags and the at-signs (@) and began 'tweeting' their real time status updates that is common among twitter users today. The IRC enable people to share links, files and to keep in touch with their global network. It was the IRC that led to the concept of the instant messaging system called ICO. It was developed by four Israeli technologists in 1996 for desktop computers (Tiprial and Kanwar, 2012). Consequently, the instant messenger feature got incorporated into various e-mail clients like Yahoo, Gmail, Hotmail etc.; making it easier to chat with friends on the contact list.

**Peer-to-peer (p2p), Bittorrent – social media sharing (1999)**

The peer to peer file sharing application allowed users easy and fast download of music albums in the MP3 format which could be instantly burned onto a CD. An improvement on the p2p led to Bit Torrent technology that provided a legal centralized way to share files without being blocked.

**Social networking sites (1997 - 2008)**

Increase in the use of the internet showed that many people wanted to create and share content. This gave rise to different social networking sites like Myspace founded in 2003 by specific media LLC and POP Star Justin Timberlake, Facebook by Mark Zuckerberg in 2004, Twitter by Jack Dorsey in 2006, etc.

**Social Bookmarking (1996 - 2003)**
Social bookmarking is a method for internet users to organize, store, manage and search for bookmarks of sources online. The concept of online bookmarking dates back to April, with a site called itList.

**Blog (1994 - 1999)**

A blog is a contraction of the term 'web' log. A log is a written record of events and messages in a chronological order. The term weblog was coined and first used by John Barger in 1997. Commenting on the future of social media, Tiprial and Kanwar (2012) write:

> *The social media has come a long way: since the early days of the telephone, BBS's and IRC Chats. There is no doubt that it will continue to evolve with time, more advanced technologies to something better. As it is, all the social media sites today are already evolving at such a fast pace that it is becoming difficult to keep up with them.*The assertion above shows that the power and usefulness of social media will continue to be on the increase as more technological discoveries continue to unfold.

**Social Media as Mobilization Tool**

Over the years, social media have proved to be a useful instrument of mobilization especially by the citizenry. Politicians have used it to canvass for votes, citizens have used it to mobilize and take action against government, business use it to sell products, while researchers are busy studying the new trend. Social media have engaged almost everybody in one way or the other.
        First is the use of social media by politicians. The United State President, Barack Obama is renowned for extensively using social media in his 2008 campaigns. Obama extensively deployed social media for his presidential campaigns which turned out to be a huge success. Commenting on the level of success attained, Igbinidu (2011: 26) writes:

> *The Obama campaign reached five million people in 15 different social media platforms. As of November 2008, Obama had approximately 25 million*

*Facebook supporters, 115, 000 Ttwitterfollowers and 50 million viewers of his YouTube videos.*

The Nigerian President, Good luck Jonathan did the same thing when he launched his campaign in 2010. He extensively used the social media platform to mobilize support. However, a study conducted by the Centre for Public Policy Research (2014) in India indicates that social media do not directly influence voter behaviour but give the voters information to make objective analysis of the candidates.

Second is the use of social media by citizens for mobilization. The social media have on several occasions been used by the citizenry to mobilize themselves against government perceived ineffectiveness. For example, a 26 year - old primary school dropout and vegetable seller in Tunisia, Al Tayyib Muhammed set himself ablaze having been frustrated by a police woman. The police officer had slapped Muhammed and ordered him to stop selling vegetable on the street of Sidi Bouzid for lack of permit. This provoked Tunisians who mobilized themselves through social media. The protests that followed led to the ouster of President Zine El Abidine Ben Ali on January 14, 2011 thus setting the pace for the Arab Spring (Ukonu Okoro and Agbo 2013). Another example is in the Lybian fiasco. Lybians mobilized themselves with the instrument of social media from February 18, 2011 and by September 2011, Mummar Gadhafy and his 42 year - old reign was brought to a sad end. Nigeria had its fair share when President Good luck Jonathan announced the decision of the Federal Government to remove fuel subsidy on January 1, 2012. There were sustained protests facilitated by social media. (Olley & Ekhareafo, 2013).

The abduction of the over 200 secondary school female students from Chibok, Borno State, Nigeria elicited reactions from different people, with different approaches to register their dissatisfaction, calling for the immediate, unconditional and safe release of the innocent school girls. It is important to add here that initially, there were doubts as to whether or not the school girls were actually abducted. Secondly, the exact number of girls involved was also not immediately known.

Subsequently, president Good luck Jonathan set up a fact finding committee under the chairmanship of Brigadier-General Ibrahim Sabo. The committee was inaugurated on the 6th of May, 2014 with a mandate to clear all doubts about the abduction saga. On the 20th of June, 2014, the committee submitted its report. It found that some school girls from Government Secondary School Chibok, were actually abducted on 14th of April, 2014. That during the siege, 119 girls escaped, while 276 were abducted, another 57 managed to escape from the abductors while they were being moved through a zig-zag route (Adetoyo, 2014). As at the time of writing this paper, the report states that 219 girls are still held hostage by Boko Haram who have since claimed

responsibility for the abduction.  Social media is one of the approaches adopted to drum up global support by activists and other campaigners under the slogan 'Bring back our girls'.

The network site most commonly used for the global campaign is Facebook. This partly confirms the results of previous studies (Acholonu 2013, Bullas 2013, Ebiz 2014) which indicate that Facebook is the most popular site in the social media. The Facebook account for the global campaign is, 'facebook.com/bring backourgirls.' The page was started by Ramaa Mosley from California, USA with the aim of creating awareness and mobilizing people for the global campaign. He writes further about the mission of the page: "Let us come together and tell the world that we will not allow schools to be places of violence. We want our girls rescued and we want the world to protect all schools". Descriptions on the page further reads:

*People of Nigeria are marching in the streets to demand the rescue of the 300 school girls that were kidnapped. Starting now, let us march on social media: I. MAKE THIS IMAGE YOUR PROFILE PIC. 2. Ask all of your friends to post this photo as their profile pic on Facebook, twitter and instagram. These girls are our daughters. 3. Include on your wall a link to the petition for people to sign, asking the White House and World leaders to act.*

The assertion above shows that the campaign is a global exercise and not just a Nigerian affair. The Face book account for the campaign went further to provide a linktotheWhiteHouse(http://www.whitehouse.gov/contact/write-or-call#call),to enable people register their dissatisfaction to the White house in Washington DC. A letter template was subsequently provided for concerned persons to use for registering their grievances. The template is reproduced below:

Dear (name of leader)
*230 school girls were kidnapped from their dormitory by the terrorists group Boko Haram. These girls were studying for their exams and in the middle of the night armed men ripped them from their beds. Educating girls will save the world and now we must save these girls. The future of Nigeria depends on the rescue of all of these girls and the stabilization of the country.*
*Please, Rescue the 230 school girls who were kidnapped in Nigeria*
*Sincerely,*
*(Your name)*

With this letter template, the campaign had spurred the general public to demand for the release of the innocent school girls. A post on Facebook, calling on people for what was titled: ''LOS Angeles School Girl March'' reads:

*Girls around the world will March on May 22nd. Wear red or your school uniform. We want 273 school girls to join in representing the 273 school girls that were kidnapped from Nigeria. Join our March May 22nd 4.00 pm, starting at the Federal building and walk up Keilshire Blvd parking at Federal building parking lot. Tell your friends and tell your families…Tell your schools. Choose a starting place and time. Share with us the details and we will help promote.*

The above comments as posted on Facebook were meant to mobilize people for a rally in furtherance of the campaign. Some posts exonerated the government and President of Nigeria from any blame. For example, Krista Devi Noelle from USA writes: "At first, the President attempted to ignore the abductions. Then he cancelled a trip to Chibok, the village from which the girls were taken and insensitively remarked that "a presidential visit could not bring back the girls."

Another popular social network site used for the campaign is Twitter. The Twitter handle is "@rescueourgirls." The introductory statement on the Twitter handle reads: "April 15th {sic} 230 school girls were kidnapped by Boko Haram terrorists. The government in Nigeria is doing nothing to rescue these girls but we can." The statement expresses dissatisfaction with government handling of the abduction and assured that social media (Twitter) was going to do what the government could not do! Some of the tweets read: "Never give up. Great things take time" from @Abu-Aaid, "162 days since the Chibok Girls were kidnapped. We ask all of you to continue to rally. We will not be silenced" from  @rescue our girls, "150+ days have passed since 200+ Nigerian girls were kidnapped; the world must not forget them" from @IsaasesayCNN, among several other tweets. A gmail account-rescueourgirls@gmail.com was also created for the campaign. These campaigns on the social media were global efforts at creating awareness on the abduction and further register disapproval over the heinous act.

**Theoretical Framework**

The study adopts two complementary theories: The frustration aggression theory and technological determinism theory. The frustration aggression theory explains why people take to violence. It holds that people get involved in violence-related acts as a result of frustration.  Propounded by John Dollard (1939), further developed by Neal Miller (1939) and Leonard Berkowitz (1969); the theory holds that aggression takes place when efforts to attain a particular feat is frustrated. To further test the theory, Dill and Anderson (1990) conducted a study that question whether or not justified frustration play any role in aggression. The study involved three experimental groups – Justified frustration,

unjustified frustration and control group. Findings reveal that frustration can lead to aggression. See also Merger 1985 and Onobe 2010 for more on the theory. The theory is relevant to the study because it provides insight on why the global community went viral on social media, demanding the unconditional and safe release of the abducted Chibok girls. The dream of having the girls released is being frustrated hence they take to the social media to express their frustration.

The frustration aggression theory does not explain the technological aspect facilitating the campaign hence we find the technological determinism theory relevant. The technological determinism theory was propounded by Marshal McLuhan in 1964. The Theory states that technologies determine the thoughts and actions of people in the society. According to Nwanwene (2010), the theory posits that the global village so eloquently forecasted by Marshal McLuhan has arrived. White (1990) adds that it is a revolution which has brought us nearer to the universal understanding earlier envisaged by McLuhan. Asemah (2011) submits that the basic assumption of the theory is that the media are extensions of the human body. The technological determinism theory highlights the current trend in which time and distance barriers no longer limit communication. We are in a global village with social media as the village town crier. This theory is relevant to the study because it explains how social media, powered by technology, is facilitating the "Bring back our girls" campaign.

**RESEARCH METHODOLOGY**

The study adopts the textual analysis methodology as research design, because of the difficulty in adopting an appropriate research design for the study of social media. Textual analysis, according to Frey, Botan and Kreps (1991:1) is "the method communication researchers use to describe and interpret the characteristics of a recorded or visual message" (See Geoffrey, 2003). Frey et al further list the four approaches to textual analysis as including: rhetorical criticism, content analysis, inter action analysis and performance studies. This study applies the content analysis approach to textual analysis. This is used to identify, enumerate and analyze content of specific messages and comments posted on social media and characteristics embedded in the texts. In doing so, more attention is paid to qualitative content and the meaning associated with texts other than the quantity of messages and comments posted on social media. Texts here refer to written, audio, video and photographs about the "Bring back our girls" campaign posted on social media.

**Parameters for Analysis**

The  research  is  aware  that  different  people  interpret

**Table 1:** Texts presentation format

| Social Media | Format  Variables | | | | Total |
|---|---|---|---|---|---|
| | Written texts | Audio | Video | Photographs | |
| Facebook | 91    (45.5%) | 0    (0%) | 5    (2.5%) | 16  (8%) | 112 |
| Twitter | 88    (44%) | 0    (0%) | 0    (0% ) | 0    (0%) | 88 |
| Total | 179        (89.5%) | 0    (0%) | 5 (2.5%) | 16  (8%) | 200  (100%) |

**Source:** Field Survey, 2014.

**Table 2:**  Purpose of text with emphasis to mobilization

| Social media | Mobilization | Demobilization | Neutral | Total |
|---|---|---|---|---|
| Facebook | 94    (47%) | 4    (2%) | 14   (7%) | 112  (56%) |
| Twitter | 75   (37.5%) | 6    (3%) | 7    (3.5%) | 88    (44%) |
| Total | 169 (84.5%) | 10    (5%) | 21 (10.5%) | 200    (100%) |

**Source:** Field Survey, 2014.

different texts in different ways. Consequently, our interpretations are based on Critical Discourse Analysis of texts. Critical Discourse according to Johnstone (2008) is:

*A form of discourse analysis that studies the relationship between discourse and ideology (a set of belief) attitudes and perspectives in the world. It dwells on critiquing social injustice, and has strong links to the study of language and power.*

This approach is adopted to study the texts along the line of the ideologies expressed with emphasis on the objectives of the study. The instrument of data collection is a self - developed coding sheet with emphasis on the following variables:

**Text Source:**   Here, the social sites considered are Facebook and Twitter.
Facebook and Twitter are used because they are the more coordinated social media sites for the campaign. Although the campaign had a Gmail account (rescueourgirls@gmail.com), access to texts in the mail box were not possible as it is pass worded.

**Text Presentation Format**: Here, the following were considered: Written text, Audio, Video and Photographs.

**Text Purpose**: Three broad categories of texts in respect of the campaign were considered:
Mobilizing Texts: Texts encouraging the campaign and people to act.
Demobilizing Texts: Texts discouraging the campaign and people from action.
Neutral Texts:Texts neither encouraging nor discouraging

the campaign and people to act.

**Text direction**: Three directions of social media texts on the campaign were considered:
• Positive:  Texts messages were considered positive if they support the campaign.
• Negative:  Texts messages were considered negative if they do not support the campaign.
• Neutral:   Texts messages are considered neutral if they are neither for, nor against  the campaign.

**Level of satisfaction with government efforts at rescuing the abductees:**

Satisfactory: Texts that applaud government efforts at rescuing the abducted girls.
Non-satisfactory: Texts that view government efforts at rescuing the girls as below expectations.
Neutral: Texts that neither took sides, nor express any feelings on government efforts at rescuing the abducted girls.

**Presentation and analysis of data**

Of the 200 texts analysed for the study, 112 (56%) were from Facebook and 88 (44%) were from twitter. The disparity in the distribution of texts is because Facebook account of the campaign is more active than that of Twitter. Table 1 below presents the distribution: Table 1 above reveal that 91 (45.5%) texts from Facebook were written, 5 (2.5%) were video, 16 (8%) were photographs, while there is no audio text. Texts from Twitter show that 88 (44%) were written. There are no audio, video or photograph texts. To determine the purpose of texts with emphasis on mobilization, Table 2 was constructed:

**Table III:** Texts Direction

| Social media | Direction of texts | | | |
| | Positive | Negative | Neutral | Total |
|---|---|---|---|---|
| Facebook | 86   (43%) | 12  (6%) | 14   (7%) | 112   (56%) |
| Twitter | 77   (38.5%) | 4   (2%) | 7   (3.5%) | 88   (44%) |
| Total | 163   (815%) | 16   (9%) | 21   (10.5%) | 200   (100%) |

**Source:** Field Survey, 2014.

**Table IV:**  Campaign's level of satisfaction with government efforts at rescuing the  abductees.

| Social  Media | Levels of satisfaction | | | |
| | Satisfactory | Not satisfactory | Neutral | Total |
|---|---|---|---|---|
| Facebook | 9   (4.5%) | 91 (45.5%) | 12   (6%) | 112   (56%) |
| Twitter | 7   (3.5%) | 75 (35.5%) | 6   (3%) | 88   (44%) |
| Total | 16   (8%) | 166 (83%) | 18   (9%) | 200   (100%) |

**Source:** Field Survey, 2014.

Data in Table 11 above, reveal that 94 (47%) texts from Facebook were aimed at mobilizing support for the "Bring back our girls' campaign as against the 4 (2%) and 14(7%) demobilization and neutral texts respectively. With Twitter, 75 (37.5%) texts were aimed at mobilizing support for the campaign as against 6 (3%) and 7 (3.5%) demobilizing and neutral texts respectively. To determine the direction of texts in respect of the campaign, Table 111 was constructed:

Data in Table 111 above, reveal that 86 (43%) texts on Facebook were positive and in support of the campaign. Another 12 (6%) were negative and against the campaign, while 14 (7%) were neutral. With Twitter, 77 (38.5%) were positive and in support of the campaign. Another 4 (2%) and 7 (3.5%) were negative, therefore not in support of the campaign and neutral respectively. To determine the level of the campaign's satisfaction with government efforts at rescuing the abductees, Table 1V was constructed:

Data in Table IV above, display the campaign's level of satisfaction with government efforts at rescuing the abductees. From Facebook, 9 (4.5%) texts expressed satisfaction with government efforts at rescuing the abductees. Another 91 (45.5%) texts were not satisfied with government efforts at rescuing the abductees, while 12 (6%) were neutral. Texts from Twitter show that 7 (3.5%) texts expressed satisfaction with government efforts at rescuing the abductees, 75 (35.5%) texts were not satisfied; while 6 (3%) texts were neutral.

**DISCUSSION OF FINDINGS**

Results from the textual analysis in Table 1, reveal that the "Bring back our girls" campaign deployed written texts, videos and photographs in conveying their messages and comments on social media. The inclusion of photographs buttress the assertion by Okoro and Ikechukwu (2000:73) that: "A Picture, considering its visual impact, may even communicate more than a billion worlds". Arguing from this perspective, the 8% text photographs from Facebook may be said to have an impact equivalent to the 45.5% and 44% of written word texts from Facebook and Twitter respectively. A study conducted by Gever (2014), reveal that horrible photographs in newspapers have significant effects on readers. This goes to show that photographs have significant impact on the human soul / mind. The discussion of findings will now attempt to resolve the research questions set out for the investigation.

**Research Question One:**  *Have social media been used to mobilize global support for the*
*'Bring back our girls campaign?*

Research analysis confirm that the first research question, which sought to determine if social media have been used by the "Bring back our girls" campaign to mobilize global support is answered in the affirmative. This is so because findings from Table 11 confirm that 47% and 37.5% texts analyzed from Facebook and Twitter respectively, were meant to mobilize global support for the campaign. This is in consonance with the "global village" assertion of Marshal McLuhan as expressed in his technological determinism theory. The findings also bring to the fore the assertion by Ozoru and Ekeanyanwu (2013): "that some threatening issues have taken global implications, which requires global consciousness to tackle". The campaign on the abduction

of the Chibok girls, have no doubt, assumed global proportion, requiring global consciousness to tackle. This is the ultimate aim of the mobilization campaign on social media.

**Research Question Two:**  *What is the direction of the 'Bring back our girls' campaign text messages and comments on social media?*

Findings from research analysis confirm that the direction of text messages and comments on social media were positive and in support of the 'Bring back our girls campaign. Analysis in Table 111 confirms that from texts on Facebook, 43% had positive direction, while 6% and 7% had negative and neutral directions respectively. With regard to Twitter texts, 38.5% had positive directions, while 2% and 3.5% had negative and neutral directions respectively.   The result is consistent with that of Ollay and Ekhareafo (2013), who did a textual analysis of the January, 2012 anti-subsidy removal protests in Nigeria. They found that 70.5% texts messages and comments on social media were positive and in support of the protests.

**Research Question Three:**   *What is the level of satisfaction expressed by the campaign with government efforts at rescuing the abductees?*

Findings from analyzed data are used to answer the third research question, seeking to establish the level of satisfaction expressed by the campaign with government efforts at rescuing the abductees. From text messages and comments posted on Facebook, 4.5% found government efforts as satisfactory. Another 45.5% found it not satisfactory, while 6% are neutral. With Twitter, 8% found government efforts as satisfactory. The majority of 83% found government efforts as not satisfactory, while 9% are neutral. The research concludes that the campaign is not satisfied with government efforts at rescuing the abductees. This result is in line with the 1939 Frustration Aggression Theory of John Dollard. The campaign's dream of having the abducted girls safely released is daily being frustrated. However, rather than resort to aggression, the campaign embraces the more honorable path of mobilizing global support through social media. Furthermore, the technological determinism theory of Marshal McLuhan (1964) is relevant and helpful at this juncture. Time and distance barriers no longer limit communication. With the social media, we are already in the 'global village'. Hence powered by technology, the social media facilitates the 'Bring back our girls' campaign

## RECOMMENDATIONS

Arising from the findings of the investigation, the study makes the following recommendations:

- Social media have proven to be a veritable and viable instrument of global sensitization and mobilization. These should be encouraged by all and sundry.
- The Nigerian government should partner with the local organizers of the 'Bring back our girls' campaign, rather than see them as antagonizing the government.
- The National Information Centre established by government should be up and doing to provide relevant, adequate, up to date   and timely information to discourage rumour and speculations.
- Those deploying social media for global sensitization and mobilization should be careful not to undermine international cohesion, peace and security.
- Governments and world leaders should strive to fulfill the social contract with the people and avoid frustrations, which inevitably lead to agitations and ultimately find expression in and through resort to social media.
- Concerted international co-operation is required to stem the tide of Boko Haram insurgency in Nigeria and ensure that the monster is not allowed to spread to other countries.
- World leaders should expedite action in securing the release of the abducted Chibok girls with corresponding steps to stamp out the rising monster of extremist views all over the world - be they ideological, religious or socio-political.

## CONCLUSION

Based on the result of the study, we conclude that social media is a powerful tool for global mobilization. It is our position that leaders at all levels must be very careful seeing that the 'global village' syndrome is beginning to manifest. The way things are going, it is easier for the entire world to gang up against any non-performing leader; as experiences in Libya, Egypt, Tunisia, Nigeria, etc. are pointers to how powerful the social media have become.

### Suggestions for Further Studies

This study has raised as many questions as it has answered. What is the impact of the "Bring back our girls" campaign on the global community? How do World leaders and citizens feel about the campaign? Are there areas that need to be improved upon as far as the "Bring back our girls" campaign is concerned? What are these areas? All these and many more questions constitute suggestions for further studies.

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# Appendix

Photographs of some of the abducted girls and other posters of the campaign
posted on social media



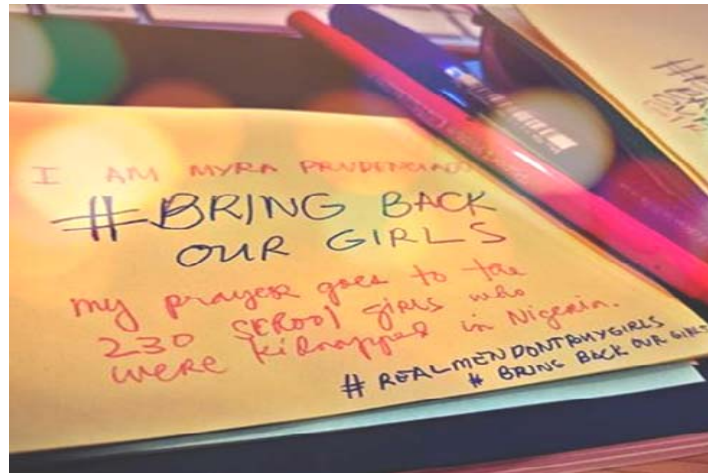**Figure 1:**  some of the abductees as displayed on facebook

**Figure 2.**    Campaign posters



**Figure 3.** Campaign protesters



**Figure 4:** Campaigner with poster