RESEARCH ARTICLE

USES OF DIGITAL SOCIAL NETWORKS (DSN) BY LEARNERS IN EDUCATIONAL SETTINGS IN THE CITIES OF OUAGADOUGOU, KOUDOUGOU AND BOBO DIOULASSO OF BURKINA FASO
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ABSTRACT

Digital media today are facilitating factors for interpersonal exchange, for sharing data between groups, members of institutions, residents of the same country and the world in general. This equipment, which is undergoing rapid technological progress, is similar to the equipment used to measure the performance of software or programs, whose compilation of several languages gives us a platform working with different objectives. Among these platforms there are digital social networks that refer to software processors and transmit the data of several people according to the sender and the receiver at the same time. These NSN are becoming an addiction for many users, with more than 4.5 billion users worldwide, the majority of whom are young. These tools that interconnect, assist in learning, free and paid training, are also marketing tools for some entrepreneurs. However, they are also a source of remoteness, isolation, occupation of time and dependence in a word for its users. Used all over the world, Burkinabe learners do not stay on the sidelines of this technological push that runs the streets. From the youngest to the oldest, from the least educated to the most educated, Whats App, Facebook, Tiktok and so on become the words of the vogue, used as the name of club and restaurants and whose sole purpose is to gather, attract, in short to be fashionable. These Burkinabe learners will say no more about the benefits of these NHRs in their school environment, in university life or in the quest for knowledge and employment.

INTRODUCTION

Mobile telephony has become one of the most indispensable tools of the 21st century. Like an umbilical cord, it connects everyone, wherever they are, to the world while watering it with an endless stream of data» (Alain K., 2015). This technological tool occupies an important place in the social, economic and educational life of users. Equipped with techniques allowing access to the "Internet", it provides access to software whose «uses are different but often complementary and which even tend to come closer and closer together in the context of a convergence of these technologies» according to Lyytinen & Yoo (Lyytinen & al., 2002). These software are multiple and multiform, they are among others platforms of distance training or platforms of deposit of academic documents through the moodle, platforms of invitation to meetings, meetings, like the Doodle, e-commerce platforms, electronic banking, etc. Among these programs are platforms for email exchange, chat, or instant discussions called social networks that allow users to connect more closely. So, these software and platforms among which we have social networks, which connect people justify the connotation of the umbilical cord mobile phone. A social network is a set of relationships between a set of actors» (Michel, 2008). Also «This set can be organized (a company, for example) or not (like a network of friends) and these relationships can be very diverse (power, gift exchanges, advice, etc.), specialized or not, symmetrical or not» (Lemieux, 1999) thus the social network brings together a multitude

of actors who interact with information that is transmitted via the media (radio, television, mobile phones, etc.) which are common technological tools for connecting actors. In our research work we have focused on specific actors such as learners. This implies our orientation to education and vocational training. Also, the computer social network remains this software that brings together a multitude of actors behind these computer terminals. Worldwide, the use of social media continues to grow with more than 4.62 billion people are using it worldwide. Compound annual growth in social media has reached 12% since 2012; in 2021, they earned an average of 13.5 users per second. Almost 75% of those over 13 use social media globally and more than 93% of regular Internet users connect to social media (Claire, 2022). Of great importance in society, social networks allow to communicate with family, friends, people who live remotely, to entertain, to play, to inform, they can also allow to open themselves on the world, on other cultures and rapidly disseminate information. Widely used in the world, this technique of social connection, should be very useful for all social layers, in all professional trades, to exchange; and also could be beneficial for learners to interconnect, to exchange on current topics and also on course sessions. Thus, we have taken the initiative of probing the ways in which learners in Burkina use social networks, focusing on the central question "How are digital social networks used in schools by learners in Burkina Faso?" Secondary questions such as:

- What is the state of the digital ecosystem for accessibility of digital social networks in Burkina Faso?
- How are social networks a means of improving learning in educational settings?

These questions centralize our research on the uses of social networks in the learning process of learners in university and professional training. We retain as a central hypothesis: digital social networks are a way to bring together several learners and to deepen and mutualize the knowledge made between the different members.

- The digital ecosystem causes the use of social networks in Burkina;
- The NSN, allow to share the know-how of the learners among themselves;

The objective is to "analyze the use of digital social networks by learners in school settings in Burkina Faso." And in a specific way:

- Review the types of digital social networks used by learners;
- Determine the time and periods of use of these NSRs and identify the facilities and benefits of using NSRs

We will then in this article review a brief theoretical study, to talk about the existence of digital social networks in the world and in Burkina Faso in particular by evoking the state of the infrastructures in Burkina that could lead to the establishment of this digital ecosystem. Then we will focus on the research methodology used and present the results and their analysis.

The state of knowledge around DSN: Before the Internet, photography, the rail, the telephone and television sparked intense debates that crystallized fears of all kinds.

The accelerated rise of social networks in the world raises the same type of questions. Confronts the euphoric promise of a world of horizontal exchanges and without intermediaries between individuals to the catastrophic threat of a disappearance of privacy and a society of generalized surveillance, in which each would live under the control and gaze of others (Dominique, 2011).

In the same period, always before the advent of the Web area, the term "*social network*" meant primarily a group of people with a common affinity or interest. What is also called a social circle. To define platforms like Facebook, Twitter and Instagram, we are talking about social media. In the virtual world, a social network is a website that allows users, professionals and/or individuals, to share information. Each user must create a profile to publish and consult different contents: text, photos, videos, links... These are large sharing spaces that offer the possibility for millions of people to be interconnected, regardless of their geographical location. Networks are more socio-centric rather than egocentric, in this sense the idea is not to focus on the connections of an individual but on the connection sets of individual or collective actors who are part of a network. Other "*action set*" terminologies are used by writers such as Adrian Mayer, who explains this according to the method used to bring different users together. Indeed, as a dissemination of information, the mobilization of social capital can also be done in tree structure. Based on this experience, social networks allow a person X to mobilize Y and Z, and Y mobilizes A, B and C and Z all the more so. As for writers Nicole Ellison and Danah boyd, they define social networking sites as «Web services that allow individuals to build a public or semi-public profile within a defined system, to articulate a list of other users with whom they share relationships and to see and cross-reference their lists of relationships with others across the platform» (Boyd et al., 2007). Drawing on the experience of Milgram and his successors, in addition to demonstrating the strength of weak ties, draws attention to an important distinction regarding the use of social networks. Milgram makes it clear that the «personal network of an individual, is made up of people he has already met, whether they are relatives or "acquaintances", can be considered a potential network. This network is activated more or less widely, when a part of the potential network comes into action» (Lemieux, 1933)." Via social networks, (Degenne, 2004)mentions that in a community of students who find themselves rubbing shoulders in a university or boarding school, one must think that the affinity relationships that will be established in the group will tend to become transitive or not! , it should be noted that other factors and criteria such as age, same sex, smoker or non-smoker, depending on musical tastes, and other interests, communities are created, and a person could belong to several communities. With the DSN friends of my friends become my friends. In other words, a person creates a community by inviting knowledge and that knowledge invites others and constitutes a network of several people. The question we ask ourselves is whether these people put together, constituting a community share the same thoughts the same ideologies. She seems to have done a lot of thinking, but what is important is that these networks are often open to members, all are free to intervene or leave an established group. In the case of students, most meet by affinity by interest. Small groups of people to exchange ideas about a specific topic or diverse information that could be focused discussions of the courses they are doing. Also the ease that networks offer is to write in group or end to end. Only two people can exchange without the rest of the group intervening. Also the calls between different users allow to facilitate the communication, the audio also remain an ease. Indeed in Burkina Faso with a high rate of people living in rural areas, and the level of education of these people does not prevent to transmit information to another third person via audio and calls, services that these DSN offer.

Researchers such as Savadogo Yassia, concluded in the same vein as Brigitte Guyot et al., that the « uses of the Internet have diversified and are felt in schools and universities in particular» (Brigitee& al., 2007).Also in his research in 2014, he observed that « more and more students have their own tablets and laptops, which increases their accessibility to the Internet» (Yassia 2019), during this research Yassia mentioned the need for the Burkinabe State to offer quality services to boost uses by densifying the deployment of optical fibre and the establishment of data centers, Internet exchange points. Author Abdoul Karim, in his report on youth and social networks in Burkina Faso, said that « social networks have transformed habits and interactions in the public space. People of all ages in Burkina Faso, and especially young people, use the social media platforms to exchange, communicate, inform and organize» (Karim, 2019). This implies the change of communication methods by several young people using NSN. As a result, he added, «with the advent of social networks, traditional media, including television, radio and newspapers, have gradually lost their monopoly of information and communication for decades. Today, these media are struggling to keep up with the rapid pace of transformations imposed by the massive adoption of social networks» (Karim, 2019). At the same time, many social media posts are designed with the aim of creating sensational, buzz and searching for a large number of views and likes, not to give true information. These practices are still ongoing despite the context of insecurity and terrorism in which Burkina Faso has found itself in recent years. For example, the Commission de l'Informatique et des Libertés (CIL) urges users of digital platforms (Internet, WhatsApp, Facebook, TikTok, etc.) Those who violate the provisions raised and call on them to refrain from relaying any speech inciting hatred or violence under penalty of sanctions. Indeed, «If these speeches or writings have resulted in violence against persons and/or destruction of property, the sentence is three to ten years and a fine of five hundred thousand (500,000) to five million (5,000,000) CFA francs". This is what the Commission of Data Processing and Freedoms (CIL) recalled citing the provisions of the penal code»(Karim, 2019). While some have commented on the spread of the internet in several municipalities of Burkina Faso, giving access to the network by young people and on the increase of users of social networks and also the limits and dangers associated with this use, other researchers reveal a mythical side of these social media in Burkina. Indeed, if the use of DSNs is linked to a mythical belief, «education in new media must remain a priority so that these uses developed by these young people do not unduly condition their representations of the world and do not hinder their freedom of

action» (Etienne & al., 2020).Thus, they added, «the reflection must be done by considering the possibilities offered by these networks, while keeping a sufficient distance with regard to the idyllic and illusory representations they mobilize». Moreover, many use social networks to exchange with their friends or to find them virtually at any time. They also use it to meet new people. Ils retissent ou tissent les liens par l'information et par la communication. On retrouve ici le rêve de tous les ingénieurs prophètes (Long, 2008) qui ont inventé ces outils, celui de rendre les liens sociaux à la fois plus chaleureux et plus communautaires (Maffesoli et al., 2011)

Overview of Burkina Faso's digital ecosystem

Overview of the contextual digital ecosystem: With a population of 7.91 billion according to the datareportal reports on digital global overview on January 2022, global mobile users cover more than two-thirds (67.1%) of the world's population who now use a cell phone, with unique users reaching 5.31 billion at the start of 2022. Also the advent of COVID-19 and the expansion of digital, the number of global Internet users has risen to 4.95 billion at the start of 2022, with Internet penetration now standing at 62.5% of the total world population. The data show that Internet users have increased by 192 million (+4.0%). As for social networks, global social media users numbered 4.62 billion in January 2022. There are a multitude of social networks in the world. These different social networks all have a purpose of bringing different people together for chats, and also go to job search, to say simple have access to information. We can name a few such as Facebook, WhatsApp, Youtube, Instagram, WeChat, Reddit Telegram, QQ, Tiktok, Pinterest Twitter and others. Most allow users to share photos, videos and messages, as well as keep up to date with friends via statuses, and make live audio or video calls. While a few are less specific, such as Youtube, which lets users share corporate, humorous, live or offline videos. Depending on the technique each network has, it will enable its users to share data. Some are more professional, such as LinkedIn, where several players or users post their resumes or portfolios online, following the recruitments of several companies around the world in search of jobs and opportunities. Tiktok, for example, lets you post short videos associated with music, a way of sharing your moods with friends, and also includes filter features that make most members' lives fun. In sub-Saharan Africa, mobile Internet connectivity is expected to reach 53% by 2020 , and coverage, given the expansion of telecoms operators, will reach 19% by 2020. The "coverage gap" refers to populations not living within the footprint of a mobile broadband network (3G or higher). As for network connectivity rates, we record 28% in 2020. This data details the level of growth in users' mobile connectivity rates, and also the efforts being made by operators in general to extend network coverage.

Internet access, coverage and deployment: Three operators share the mobile telephony market in Burkina Faso: Moov-Africa, Orange BF and Telecel Faso. Over the past decade, the total mobile subscriber base has grown by an average of 10.6% a year (9,965,591 in 2012 and 24,708,389 in 2021). This overall increase in the customer base could be explained by the extension of telephone network coverage, the availability of low-cost terminals, lower communication rates, population growth, the reinforcement of telecommunications equipment and new services such as electronic money. According to Burkina Faso's electronic communications regulatory authority, the total number of mobile Internet subscriptions in 2021 will be 12,507,950, rising to 14,057,924 in 2022, distributed between the three operators. From the first quarter of 2021 to the first quarter of 2022, penetration rates rose from 23.90% to 25.80% at Onatel SA, from 5.85% to 3.99% at Telecel Faso SA, and from 26.69% to 31.78% at Orange Burkina SA in the first quarter of 2022(Arcep Burkina observatoirest trimester 2022) .

Latest deployment measures for network coverage: In terms of modern interconnection infrastructure coverage, between 2015 and 2021, the total length of optical fiber deployed increased by a factor of 5, from 1,901 km to 9,804.2 km, with an average annual increase of 31.4%.

Private operators deployed 6001.2 km of optical fiber (61.2%), while the public sector deployed 3,803 km (38.8%). This increase was more pronounced from 2017 onwards. The length of optical fiber increased by 24.1% between 2020 and 2021. Over the same period, private players deployed 1,072 km of optical fiber (56.4%), while the public sector deployed 829 km of optical fiber (43.6%). The number of provinces covered by RESINA has risen from 10 in 2014 to 42 in 2020, out of a total of 45 provinces. The rollout of fiber optics and Resina, and the increase in mobile network coverage rates, especially with 4G, which is expanding rapidly in Burkina, are making it easier for Internet users to access the Internet and use social networking platforms. In terms of population coverage with 2G, 3G or 4G networks, the coverage rate by technology is 92.6%, 53.2% and 36.6% respectively in 2021. At the same date, coverage of the territory with 2G, 3G or 4G networks is 81.2%, 31.7% and 14.4% respectively. According to the technical explanations above, the level of coverage of the Burkinabe territory by the telecoms operators Telecel, Moov-Africa and Orange Burkina remains to be verified. An area without coverage means that a certain proportion of the population will have difficulty connecting, and therefore using, the telephone. In this case, we speak of a digital divide. Technically, it remains an obstacle to economic development (Kabore, 2018). According to author S. Balima, to overcome this digital impasse, four challenges need to be met: technological challenges, regulatory challenges, financial challenges and social challenges. The technological challenges need to be met in order to «move towards the implementation of connectivity devices that are within the reach of families in rural areas, and that can be repaired locally by technicians trained in this field » (Balima, 2004). This requires appropriate regulations, financial support for the deployment and management of the equipment and technologies installed, and a cultural marriage between the technology and the cultural life of the people who need to use it. The absence of one leads to the absence of the other, and vice versa. Their presence also generates colossal economic, social and even cultural benefits.

The use of DSN in Burkina: There were 1.60 million social media users in Burkina Faso in January 2020, with a penetration rate of 7.8%. There were 2.20 million social media users in Burkina Faso in January 2022. According to global digital, the number of social media users in Burkina Faso at the start of 2022 was equivalent to 10.1% of the total population, but it is important to note that social media users may not represent unique individuals. Data published in Meta's advertising resources indicate that Facebook had 2.05 million users in Burkina Faso at the start of 2022. Figures published in Meta's advertising tools indicate that Instagram had 170.4 thousand users in Burkina Faso at the start of 2022. This figure suggests that Instagram's advertising reach in Burkina Faso was equivalent to 0.8% of the total population at the start of the year. Data published in Meta's advertising resources indicates that Facebook Messenger ads reached 271,300 users in Burkina Faso at the start of 2022. However, Meta has made significant changes to the way its advertising resources report audience data at the end of 2021. Figures published in LinkedIn's advertising resources indicate that LinkedIn had 250,000 "members" in Burkina Faso at the start of 2022. However, note that LinkedIn's advertising tools publish audience data based on the total number of registered members, rather than the monthly active users that form the basis of the audience figures published by most other social media platforms. Figures published in Twitter's advertising resources indicate that Twitter had 46.7 thousand users in Burkina Faso at the start of 2022. This figure means that Twitter's advertising reach in Burkina Faso was equivalent to 0.2% of the total population at the time. GSMA Intelligence data shows that there were 25.75 million mobile cellular connections in Burkina Faso at the start of 2022.

General knowledge of learner quotas: School is the place where learning takes place, so it's the best place to learn how to make the most of the potential offered by social media. To better understand the phenomenon of Internet use by learners in Burkina Faso, we wanted to focus on the uses made by learners in the cities of Ouagadougou, Bobo-Dioulasso and Koudougou.

Table 1. August 2022 survey

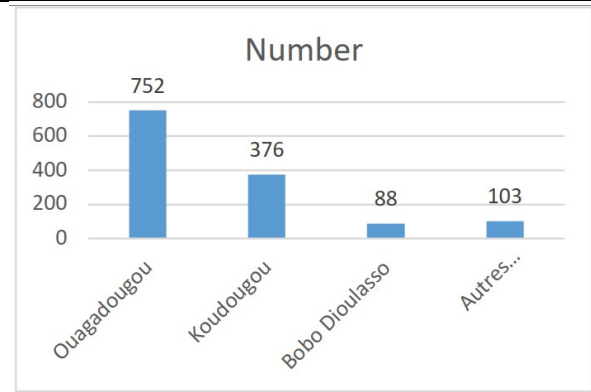| Cities	Number
Ouagadougou	752
Koudougou	376
Bobo Dioulasso	88
Other participants	103
Total	1319

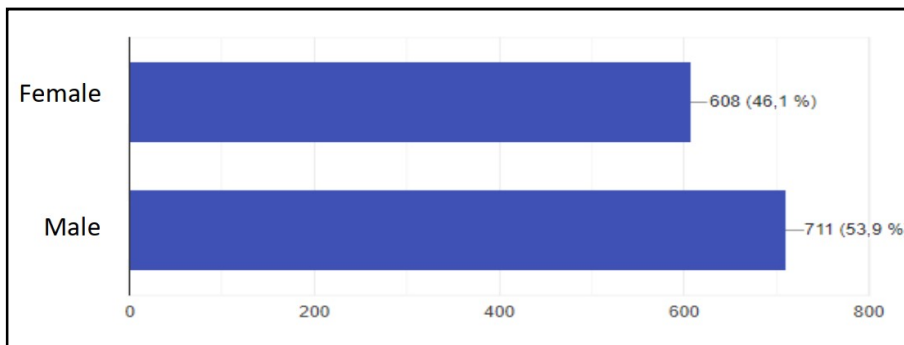**Figure 1: Number of respondents by town**

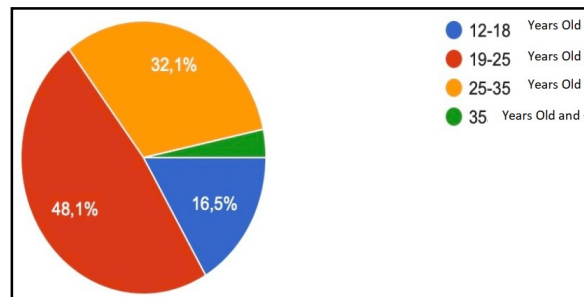**Figure 2. Percentage of respondents by gender**
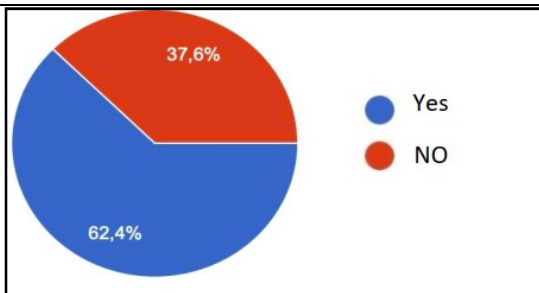

Figure 3. Percentage of respondents by age

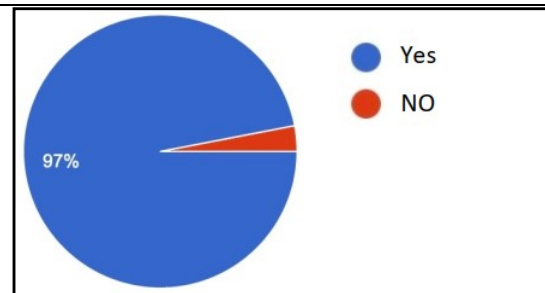**Figure 5: Percentage of respondents using a computer to go online**

Figure 6: Percentage of respondents using a smartphone to go online
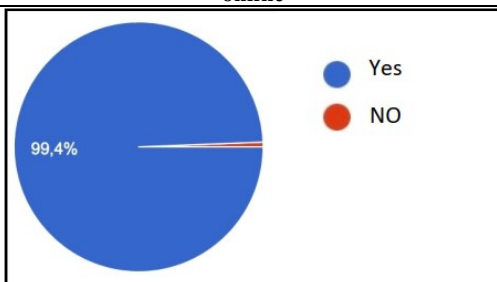

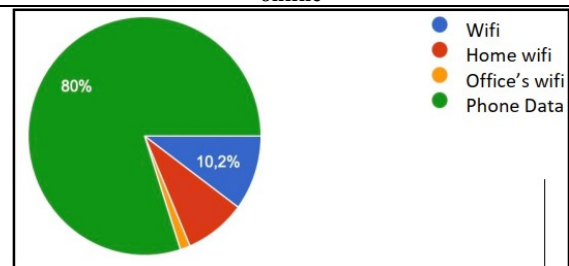**Figure 7: Percentage of respondents using DSNs**

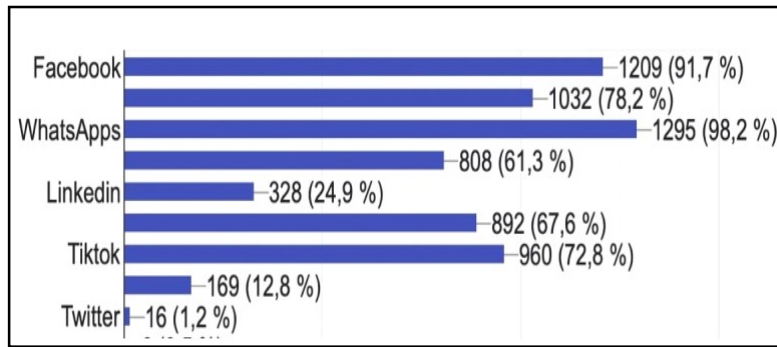**Figure 8 Percentage of respondents by Internet connection source**

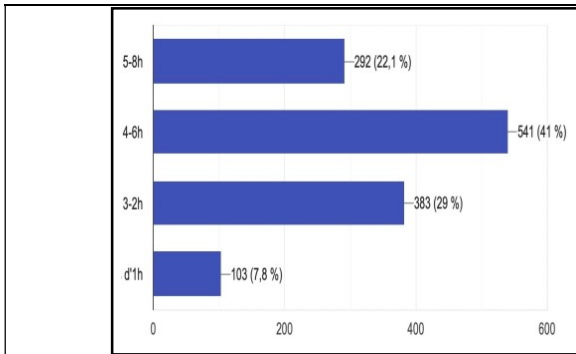**Figure 9. The different types of DSN used by respondents**

Figure 10. Average length of time respondents spend on DSNs per day
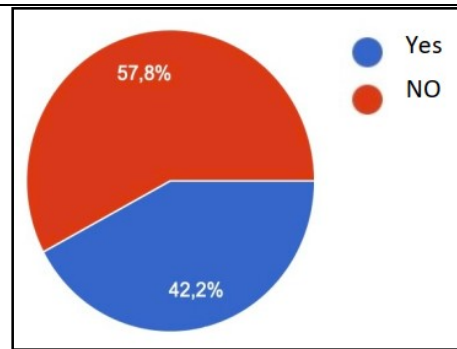

Figure 11. Percentage of DSN dependency by respondents
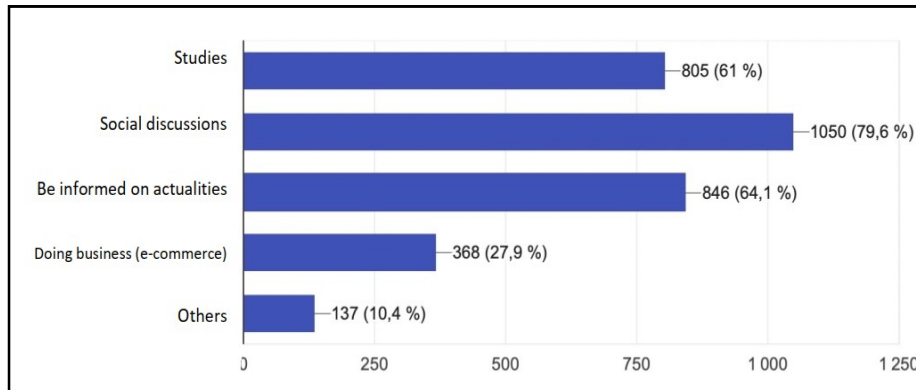

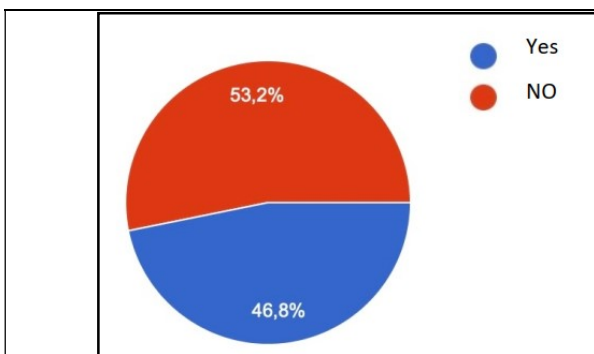**Figure 12. DSN usage by respondents**

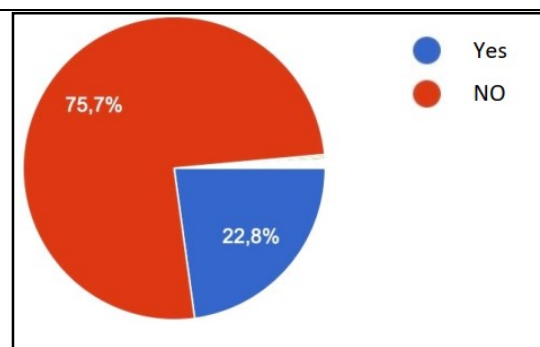**Figure 14. Percentage of respondents using DSNs to look for a job**

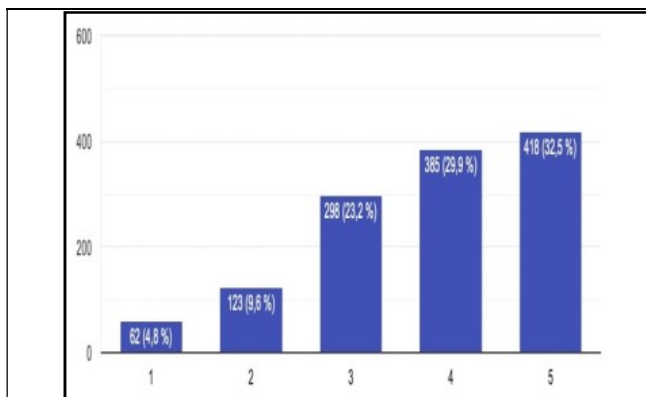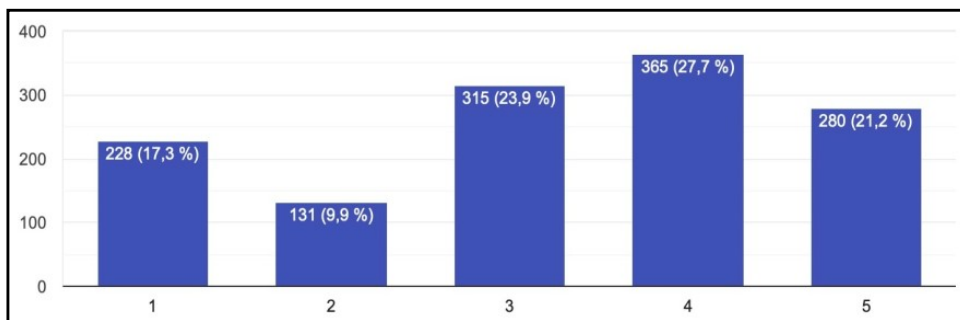**Figure 15. Percentage of respondents using DSNs to take online courses**

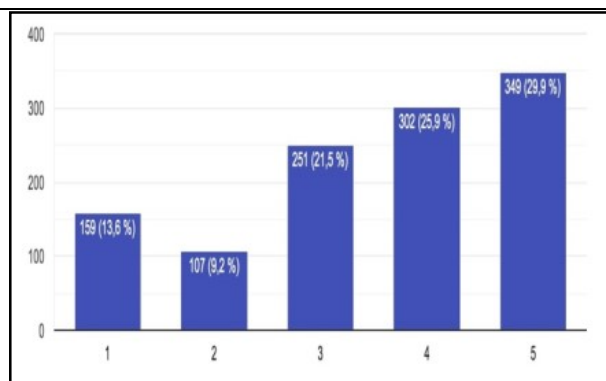|	
Figure 16. Using DSNs for simple discussions	**Figure 17.Using DSNs to follow the news in Burkina Faso**

As part of our study on the use of digital social networks in the learning environment, we conducted surveys of learners in schools (university and vocational). The aim of the surveys was to find out the rate of use of social networks by learners and the purposes for which they use them. In 2020-2021, the total number of students will be 190,218, 36.6% of whom will be girls. Students enrolled in private courses represent 17.6% of the total number of students in 2019-2020, an increase of 25.7%. The number of students per 100,000 inhabitants rises from 424 in 2011-2012 to 884 in 2020-2021. The number of High Education Institute (HEI) is 122, 19 of which are public. These HEIs include 186 establishments, 68.8% of which are private. According to the Higher Education Scoreboard 2020-2021, published in January 2022, Burkina Faso remains the third most populous country in the West African Economic and Monetary Union (UEMOA), after Côte d'Ivoire and Niger. Its population is very young, with 57.6% under the age of 20, and those eligible for higher education (aged 19-23) represent 9.5%. According to the RGPH 2019, the average annual population growth rate remains 2.9%. The urbanization rate is 26.3%, an improvement of 3.3 percentage points on the previous year. The literacy rate for people aged 15 and over in 2017 was 34.5%[1] and the school life expectancy in higher education is 41%[2]. In 2020, more than 2 million people will be eligible for higher education, according to the national institute of the Statistics and Demography (Demographic projections 2020, provided by The table board of the Ministery of HEI, 2020/2021).

RESEARCH METHODOLOGY

Our research has focused on the use of digital social networks by learners in schools. This is a very topical issue, and one that is of great use to the economic, political and social development of a country, especially those in developing countries. In an area of dazzling technological development, and given the attraction it brings, its appropriation remains important for our daily activities, in our various economic, social, political and particularly educational fields. Digital social networks have thus served as a hub of information, exchange and rapprochement between many people.

That's why we set out to answer the question: "How are digital social networks used in schools by learners in Burkina Faso?" in order to detail, in a way specific to Burkina Faso, the changes that have taken place with this new digital ecosystem, and also to focus on how these platforms are used. We set ourselves the goal of analyzing the use of digital social networks by learners in schools in the cities of Ouagadougou, Koudougou and Bobo Dioulasso.

Fieldwork and survey methods: Our field of study is restricted to three cities in Burkina Faso. However, through sampling, we are going to delimit our research area because, with a surface area of more than 274,200 km² and a population of more than 21.5 million inhabitants, we still need to adopt appropriate research methods in order to obtain reliable results. However, the security situation in a number of violence-ridden regions are inaccessible or does not offer the right conditions for an empirical survey. For this reason, our approach excludes all establishments and training centers located in unstable zones. These are the Boucle du Mouhoun, Centre-East, Centre-North, East, North, Sahel and South regions. We therefore focused on the three most stable cities: Ouagadougou, Koudougou and Bobo Dioulasso. Below are the quotas for the survey scarried out: In publishing our forms for completion, some people outside the research area asked to contribute to the survey. We then authorized some of the following areas: Gaoua, Niangologo, Kaya, Diebougou which are localities around the research centers, the added in formations were very important for us.

Description of survey techniques: The questionnaire is « one of the three main methods of data collection. It is a method of gathering information in order to understand and explain facts. The other two most commonly used methods are interviews and observation» (Ghiglione, 1987). We therefore turned to this technique to gather information. It should be noted that the survey tool used is the Google forms form, which is easy to use and also uses technological means (internet for filling in). As our theme is aimed at young people and learners, we have found this method to be the easiest way of gathering information.

Our questionnaire via Google forms was based on the following themes:

- the social network preferences used,
- the different way of use of DSNs.

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[1]www.Altasocio.com consulté le 25/08/22

[2]http://data.uis.unesco.org consulté le 25/08/22

Target population: Our target population is high school and university learners. By initial training, we mean students taking daytime face-to-face or distance courses, and by continuing training, professionals continuing to receive face-to-face training in the evenings or online. The learners come from Burkina Faso's public and private higher education universities. They were chosen because of the general nature of the education they receive, and also because of their young age. The students can therefore talk about their own uses, regardless of what is taught in class. So, they use social networks for their own entertainment for the most part. They have tastes and this is precisely what we are trying to find out. This study, which does not adhere to the idea of a technological determinism whose action on man and society is known in advance, advocates the autonomy of schoolchildren in their use of socio-digital media. It is therefore important that the choice to take part in the survey does not come from the school management, and even less from the parents, but rather from the learners themselves.

Sampling: The surveys took place between July and August 2022, during a period of political and security crisis in the country. The units from which the sample is drawn are all working and non-working learners enrolled in a private or public educational establishment. Our sampling frame will be delimited on a sampling unit including learners. Among the different types of sampling, we have opted for stratified random sampling. Indeed, the basic idea behind stratified random sampling is to divide a heterogeneous population into sub-populations, usually called strata, made up of homogeneous elements; we can then obtain a precise estimate of any stratum mean from a small sample taken from this stratum, as well as a precise estimate for the whole population, by combining these estimates. Stratified sampling gives a better cross-section of the population than simple random sampling. This method can also simplify the organization of field activities. Geographical proximity is sometimes the basic element of stratification, since it is assumed that contiguous areas are often more similar than very distant ones. The basic element of stratification can also be dictated by administrative considerations. For example, learners in each zone of a given city experience virtually the same realities. Similar realities might be those of accessibility to telecommunication networks, or financial realities. What could be dissimilar is the cultural aspect. But roughly speaking, the populations of the same city have almost similar cultural ties. Thus, compact geographic regions can form strata. Indeed, for our research sample, a fairly effective stratification method consisted in carrying out a rapid preliminary survey of the different regions or gathering information on the criteria of the technological means used for learning, the coverage of telecommunication networks, and this addressed to the learners themselves.

RESULTS AND ANALYSIS

In the course of the various surveys we obtained several results according to some indicators as:

The gender of the investigate persons, their age, the different reasons of usage of the digital social network, the type of tools used to get access to this DSN (Computers, Smartphone, others,) and the type of internet connection they are using to get access to the DSN. We also wanted to know from the users the different types of DSN they know and the most used according to their need to get access to information, also we looked to know the kind of information are useful for them. Indeed, we surveyed both men and women. The total of persons surveyed is 1319 persons. The learners who took part in the survey ranged in age from 12 to 35+. Most of students in Burkina age gap is around this range. The youngest are some learners where the parents already bought phones for them. One thing we remark is young learners are more excited to use DSN. The results of this graph show that male learners recorded a rate of 53.9% compared with 46.1% for female learners. The survey results by age category shows that the majority of learners using social networks are aged between 19 and 24, with a percentage of 48.1%. This is followed by the 25 to 35 age group, with 32.1%, and the 12 to 18 age group, with 16.5%. Among

the 1,319 learners, 20.7% are students on secondary's schools, 51% of learners are from universities daytime and the level of studies are less than the master is 32,9% and 18,1% are over the master study level. According to our survey, 7.7% are students of nighttime studies among this percentage, we have 2% are nighttime students less than the master level and 5.7% are for 2nd cycle or more. 11.9% are getting training on professional domains. The remain 8.8% are working on the government, entrepreneurs, sellers, and have others job and are taking the courses online as professionals. 37.86% of respondents don't have computers (laptop or desktop) and 62.4% do, 97% have smartphones, and 99.4% are using digital social networks. and 80% use their smartphone's mobile data to connect. The various social networks used are Facebook, Facebook Messenger, Whats App, Instagram, LinkedIn, Snapchat, Tiktok, Youtube and Twitter, at 91.7%, 78.2%, 98.2%, 61.3%, 24.9%, 67.6%, 72.8%, 12.8% and 1.2% respectively. These results can be explained by the fact that a person can use several social networks at the same time. This means that each result is proportional to the total number of respondents, which is 1,319 learners. Also, over 63.1% of these users spend more than 4 hours a day connected to social networks. The amount of time spent in front of the screen is also high, given that this time is devoted solely to social networking. We haven't included the time spent on calls and other uses (games, etc.). Doesn't this create a certain dependency on the screen? This question gives 57.8% of learners who admit they can't do without social networks, given their habit and appropriation of them. Is this positive or negative? This question remains critical, but we'd say that on the one hand it depends on whether the information read and transmitted is constructive or harmful.

The rest of the questions reveal that most learners use digital social networks for social exchanges, to keep in touch with acquaintances, family and friends. However, 61% of respondents admit to having used DSNs for learning purposes. And 22.8% take online courses via DSNs. It should also be noted that other uses, such as doing business by publishing commercial products and the like, are used simultaneously. We can also mention learning activities such as following tutorials, online conferences, training courses, doing research, etc... Also 46.8% of users use DSNs to search for jobs. Generally, DSNs are used for several reasons, such as training, learning and, at the same time, keeping up to date with news and information on the realities of the country. Among the questions asked of the respondents, one of the roles was to distinguish between the previous results by giving a rating criterion per scale, with 1 indicating a low degree of habit, i.e. less used in 1 and increasing or even very important in 5. Based on these results, and considering levels 3 to 5, 72.8% use social networks for training, while 85.6% use them for exchanges (simple discussions) and 77.3% for keeping abreast of current events in Burkina Faso and around the world. At all DSN are also used for others reasons, like following training (case of LinkedIn), some videos shared via YouTube and others. Trainings, tutorials, conferences, researches, business, are many ways of using DSNs. Some learners trusted on the positive impact of the DSNs on their studies, so it enables them to improve and understand more the explanation of the course, the illustration or technics and even on some terminologies. 71,8% said that DSNs got positive impact and 12,5% says no. However, 15.7% says completely no effect on their studies.

CONCLUSION

DSNs have transformed the way many young people communicate, especially higher education students in the cities of Ouagadougou, Koudougou and Bobo Dioulasso. Indeed, among those, the attachment to technologies via the DSNs is felt. This could be explained by the benefits that DSNs bring to these learners. Social networks, serve as a means of entertainment, also allow to maintain contacts and expand its network of acquaintances, family and friends and new professional relationships. However, a study conducted by Express VPN with Pollfish in October 2021 among 4,500 people representative of the youth generation (aged 16 to 24) in France,

Germany and the United States, shows that 93% of young people say that social networks affect their happiness and 75% of respondents are willing to disclose more personal data in exchange for notoriety on social networks. Despite this addiction to DSNs, these young people recognized the harmful effects it could cause in their lives. Thus Team Lewis in their survey, mentions that 2 out of 3 people say they are concerned about social network addiction. What's more, a large majority agree that it has a negative impact on their happiness (93%), self-image (92%), self-esteem (90%), but also that it breeds loneliness (83%) and can cause depression (76%). These figures reveal the advantages and disadvantages of the DSN in the lives of young people and also in their professional lives. The use of these networks is not necessarily focused on finding information linked to school or university learning, but has other functionalities such as improving one's image and self-esteem, and reducing loneliness.

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