KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

IMPLICATIONS OF PSYCHO-SOCIAL MEDIA NETWORKING ON ADOLESCENTS' ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLS IN NAKURU EAST CONSTITUENCY, NAKURU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS (COUNSELLING PSYCHOLOGY) OF KENYATTA UNIVERSITY

NOVEMBER, 2017
DECLARATION AND RECOMMENDATION

This project is my original work and has not been presented for a degree in any other University or for any other award.

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ACKNOWLEDGMENT

I give thanks to the Almighty God for providing me with an opportunity and strength all through my research. Am greatly indebted to my supervisor Dr. Sirera for her continued guidance, assistant and determination towards completion of this work. May God bless you abundantly? I also wish to appreciate my colleagues for their insightful contributions. To my husband Mr. Eli for supporting me morally and financially. I also thank my children Mercy, Angela and Williams for enduring long hours without me and for encouraging me. This success is as much yours as mine. I also wish to thank my mother for her financial support. To all who directly and indirectly supported, encouraged and advised me towards completion of this work. May the Almighty God bless them all?
ABSTRACT

Most studies in Social media indicate that about 52% of the world’s population, including school going ones has been found to be frequent users of the social media networking. Despite this understanding few studies have examined the implication of media networks on academic performance of secondary school students. Using rational choice theory and planned behavior theory, this study examined the Implications of psycho-social media networking on academic performance among Adolescents in Nakuru East Constituency. The study focused on exploratory survey design. The target population was 6632 form two and three students in Nakuru East constituency. A sample size of 140 was selected using stratified and purposive sampling methods. Data collection was done using questionnaires and interviews. Quantitative data was coded and analyzed using descriptive statistics mainly frequencies, percentages and means, with the results presented in tables and figure. Qualitative data was coded and analyzed through thematic analysis. The study found out that adolescents’ frequent Whatsapp, Facebook, You tube and other sites with Whatsapp and Facebook being popular with 42% and 29.9% respectively. This study observed that 88% contacted friends and discussed trending issues while 0.7% contacted teachers and their friends on academic related issues. This indicated most adolescents’ spent a substantial amount of time in discussing social issues that has potential of undermining their academic performance. The study recommends that school administrators and Teachers need to do a lot of psycho-education of social media instead of punishments which have met with a lot of resistance.
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DEFINITIONS OF TERMS

Academic Performance

Academic performance in the study refers to students’ performance in writing skills, homework completion, attention span and critical thinking.

Regulation Mechanisms

This refers to the measures put in place by various secondary schools management to curb the use of social media in schools. They included those measures employed to control students’ access to school with communication devices such as mobile phones as well as those measures used to curb access to social media sites by students while in schools.

Social Media Networking

This refers to use of networking sites such facebook and whatsapp to form social relationships.

Implications

The effects of social engagement by students and people through social Media networking.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Social networking is a phenomenon which has existed since society began (Barabasi, 2002). Human beings have always sought to live in social environments. The proliferation of social media networking (SMN) and their pervasion in everyday practices is affecting how societies manage their social networks. In the past five years, SNS have grown from an online activity into a phenomenon through which tens of millions of internet users are connected, both in their leisure time, and at work (Lenhart & Madden, 2009). The rapid growth of social networking is indicative of its entry into mainstream culture and its integration into the daily lives of many people. This has further led to considerable media coverage of the growth of social networking, its potential positive outcomes and negative concerns about the way that some people are engaging with it (Social Networking, 2008).

Social Media Networking begun in early 1990s, Authors’ identify six degrees, Asian avenue and live journal.(Boyd & Ellison 2013). Currently Facebook, twitter, Linked In and YouTube among others which command a following of about 1.4 billion, 200, 180, 120 million active users respectively(Pew Research, 2014). The above literature shows about 52% of the world population use SMN (Pew Research, 2014). Social media use is highest in American continent where about 90% of adult population uses it. Followed by Europe with about 80%, Oceania, Middle East, Asia and Africa is about 44%, 32%, 26% and 19% of adult population respectively (Simon, 2014). Social media use is least in East Timor and North Korea where only 6% and less than 1% of adult population are users of social media. South Africa has the highest social media use in
Africa with 42% of adult users. This is followed by Kenya which has 32%, Egypt and Nigeria has 25% and 14% social media usage respectively (Pew research, 2014.). These studies are indicative of the need to find out the impact of SMN on adolescents academic performance in secondary schools in Kenya.

Children and Adolescents learn to interact through their families, peers and neighbours. Researchers studying social networks of children and adolescents have primarily been interested in the formation of friendship relations and the impact of social location on academic achievement and social development. (Shapiro & Margolin, 2014). Social networks are commonly defined as the social ties among a group of individuals, which can involve as small as two – also known as a dyad – or much larger numbers of individuals. Through these social ties, social norms can form which constitute social capital, the resources within social groups that increase the potential for members to achieve their interests and goals (Coleman, 1990). This shows that SMN can be used to improve academic performance where Adolescents work as a team in establishing groups like whatsapp meant to exchange academic information from different schools such as National and county schools on their past examinations or notes. This could create greater enthusiasm for learning amongst the adolescents. Those with low self esteem can develop when a status update shows that one did well or if others seek their friendship (Coleman, 1990). However, SMN has both positive and negative effects that can have important implications for academic performance.

Scholars have identified several characteristics of social capital that have direct implications for the formation and function of social networks. They range from the etiquette of commenting on other peoples profiles to understanding that one does and doesn’t add as a ‘friend’ (Social
networking, 2008). SMN have some potential pitfalls to negotiate, such as the unintended consequences of publicly posting sensitive personal information, confusion over privacy settings, and contact with people one doesn’t know (Livingstone & Brake, 2010). Inadequate knowledge of these Pitfalls can lead adolescents to use this platforms to advertise themselves and to declare their identity in the SNS. As suggested by the European Network and Information Security Agency (ENISA), more awareness-raising and educational campaigns highlighting safe usage of SNS are needed. The rapid development of information technology has caused significant changes in the social network pattern. There are two contending perspectives on the orientation of this changes’, as individuals spend more time on the Internet, it reduces available time for people to interact with parents, teachers and books (Howard, Raine & Jones 2002). Excessive engagement in social media has a negative effect on learning and academic performance. For example if they spend much time communicating in social media, their virtual communication becomes their real world. This limits their time for vital activities such as reading, learning, developing mental and social skills.

Internet expands opportunities for people to interact with others; it contributes to increases in not only intensity but also the scope of social interaction. Social media can be a stimulating tool for learning (Greenhow & Robelia, 2009). Adolescents can learn much more from their colleagues such as a national school and a county school could exchange information about their studies. This can improve their reading and learning skills especially those from poor schools. Nie, (2001); Orleans and Laney, (2000) identified these opposite perspectives with the zero-sum and non zero-sum game perspective. The former assumes that the use of media and technology is more likely to reduce the opportunity for users to engage in existing personal relations, while the latter assumes that the media and technology are more likely to expand the opportunity to engage
in personal relations by increasing the demand of social interaction (Boyd, 2006). This could make them spend a lot of time surfing through the internet at the expense of their studies. Therefore, activities in the virtual and real space are complementary. Internet use is assumed to make up for a weak point of social capital embedded in the real space by increasing communications. Internet interaction is complicated because it has attributes such as cooperation, voluntariness, and sharing information (Boyd, 2006). These attributes coincides with those of social capital. These can make adolescents with low self esteem to gain confidence and begin to participate in class discussions and answering classroom questions.

Analyzing a global survey by Pew Research Center (2015), positive effects of Internet use were reported. According to this survey the on-line activities did not decrease the amount of time which users spent with family and friends. This tendency was not different between long-term and short-term Internet user groups. As a result, they concluded that social interaction will be expanded with the help of the Internet under the environment in which the performance of digital device is improving so as to clear away obstacles for interaction. Some other studies focused on how individual tendencies and attitude toward social interaction affect Internet use. Nie (2001) argued that the frequency of Internet use was positively related to sociability. They could connect with others in different schools, and collaborate in their school work as well as socially connect. Lenhart & Madden (2007) while examining the use of social media networking among adolescents reported that adolescents used social media largely for entertainment- chatting, downloading music/videos and posting photos. However, the fact that adolescents –including school going ones- spend considerable amount of time on social media daily, has raised concerns about the adverse effect of such social media use on students’ performance.
There has been expression of anxiety about the negative effect of Internet use (Nie, 2001). Nie suggested that social interaction in cyber space costs no less than off-line interactions. Online interaction necessarily imposes burden on the social actor’s everyday life. Langes, (2007) states the users share issues concerning public and private sharing of videos meant for wide audiences’. However, they share little about their identity. Their motivation is to achieve internet fame. From this perspective adolescents may model the behavior of such individuals in social media that may not necessarily be the case and neglect their assignments which may affect their performance.

Tonn, Zambrano, & Moore, (2001) argued that online interactions did not show any direct effect on social capital. As we become more reliant on the Internet to exchange information, we tend to neglect face-to-face interactions. Consequently, Internet use exerts negative effects on increasing and maintaining face-to-face interactions. This could make the students to rely on the internet and at the expense of consulting their teachers which could affect their academic work more so in technical subjects. According to Kuppuswamy & Shankar (2010) research on social networks grabs the total attention and concentration of the students and diverts it towards non educational and inappropriate actions such as useless chatting, time wasting by random searching and not doing activities that would contribute towards their academic achievement positively. This concurs with another study by Haq & Chand (2012) which concluded that SNS use has an adverse influence on student academic performance.

However, other researchers hold different views. Griffith & Liyanage (2008) in their study, stressed on the use of social media to formulate group discussions to exchange ideas, communicate among themselves and their teachers. Teachers too were found to share course related materials with their students’ and used social media to create students’ groups to
collaborate on academic matters. This kind of interaction could contribute positively to the academic performance. As adolescents are more reliant on the Internet in everyday life, however it is not clear if a similar scenario is replicated in Kenya especially, in Nakuru East Constituency. The study explored if the same results were replicated in Kenya.

From different studies, it appears that researchers are equivocal on the effect of SMN on academic performance of adolescent. Lacking clear direction on the effect of SMN on academic performance, prompted some governments around the world to issues guidelines on the use of social Media Networking within the school precincts. For example, the U.S Congress proposed a legislation to ban basic education students from accessing social networking sites while in schools and libraries (Boyd and Ellison, 2007). Although there is no single policy document on social media use in schools the United Kingdom, the Department for Education demands that each school at all levels to have a social media policy (Department for Education, 2015).

In Kenya, the Ministry of Education outlawed the possession and use of mobile phones by basic education students in an effort to curb the use of social media in schools (Ministry of Education, 2012). However, the policies are not informed by clear empirical results on the implication of SMN on academic performance. Moreover, the studies have been done in developed countries which have different technological environment from developing countries such as Kenya hence the need for research in this area. Internet use by adolescents is an important issue that deserves much research attention especially in developing countries like Kenya. However, studies that have been done have focused on implications of social media networking on tertiary institutions but with little regard to secondary schools. For example, a study done by the New Hampshire University (2009) on the use of social media by college students reported most students spent
substantial amount of time on social media. There is therefore the need for further research to try and establish the effect of SMN on academic performance among adolescents’ in secondary schools. It is clear from the literature that most studies have to a great extent examined the implications of social media on students’ academic performance. This study focused on students’ academic performance in areas of critical thinking, writing skills, homework completion and attention span. This was established through a primary research on the implications of psycho-social media on academic performance of adolescents in Nakuru East constituency.

1.2 Statement of the Problem

Internet use has grown rapidly especially among adolescents and adolescents currently use Social media for communication. Social media is unmonitored space and Adolescents’ may divert to non academic issues such as chatting, socializing and posting photos, which could take up most of their time. This has raised concerns on the possible effect of such active social media engagement on adolescent students’ performance. While some literature shows that social media networking positively contributes to students’ performance (Griffith & Liyanage, 2008) the same is contradicted by other literature (Kuppuswany & Shankar, 2010) which point otherwise.

In addition the focus of debate on the effect of social media use on students’ performance has been on students’ of tertiary institutions, with very little mention (if any) of secondary school students. To this end, there is little empirical evidence more so from a developing country such as Kenya to show how the use of social media networking affects secondary school students’ writing skills, attention span, homework completion and critical thinking in Nakuru East Constituency, Nakuru County.
1.3 **Purpose of the Study**

The purpose of this study was to examine the implications of psycho-social media networking on adolescents’ academic performance in public day secondary schools in Nakuru East Constituency.

1.4 **Objectives of the study**

The following specific objectives guided the study.

(i) To examine the types of social media networking used by adolescents in public day secondary schools in Nakuru East Constituency.

(ii) To establish whether the amount of time spent on social media by adolescents influenced their academic performance in public day secondary schools in Nakuru East Constituency.

(iii) To assess the psychosocial media networking on academic performance in public day secondary schools in Nakuru East Constituency.

(iv) To find out the mechanisms used by schools to regulate the use of social media networking on the academic performance of adolescents in public day secondary schools in Nakuru East Constituency.

1.5 **Research Questions**

(i) What are the types of social media networking used by adolescents in public day secondary schools in Nakuru East Constituency?

(ii) What was the amount of time spent on social media by adolescents in public day secondary schools influences their academic performance of in Nakuru East Constituency?

(iii) What were the Psycho social media networkings on academic performance among adolescents’ in public day secondary schools in Nakuru East Constituency?
(iv) What were the mechanisms employed by schools to regulate the use of social media networking on the academic performance of adolescents in public day secondary schools in Nakuru East Constituency?

1.6 Justification and Significance of the Study

Social media is developing rapidly with significant changes that affect adolescents positively and negatively. Adolescents can use social media to enhance their learning. However, social media is largely unregulated and can divert adolescents’ attention to other activities like internet violence, downloading music and videos which could lead to aggressive behavior and loss of interests in school work. Understanding the implications of social media networking on adolescents’ academic performance is important to policymakers and educational administrators of appropriate mechanisms to employ to enable adolescents use social media to enhance their academic performance.

This study may provide useful information to the policy makers, educational administrators and other stakeholders on the effects of social networking on students’ social and academic development in secondary schools in Nakuru East Constituency. The results of this study may also contribute to a better understanding to education stakeholders on the dynamics of social networking. The findings from the study may help bridge the literature gap in social networking and provide an important source of reference to education stakeholders. The findings of this study are expected to provide information to school counselors on the concerns faced by social networking by adolescents and provide insights on how teachers may deal with concerns arising from social networking in schools.
Adolescents live in an environment where social media networking is the main mode of communication. They are in a period of growing to maturity. This is can be source of fear to parents and educators and researchers. This study sought to establish the ways in which SMN influenced academic performance of Adolescents in public day secondary schools in Nakuru East constituency.

1.7 The Scope and Limitations of the Study

The study focused on the implications of psycho-social media networking on adolescent students’ academic performance in secondary schools in Nakuru East Constituency. The study restricted itself to the types of social media networking used, the implications of social media networking on students’ performance, time spent by students on social media networking and the mechanisms employed by schools to regulate the use of social media networking in schools. Students’ academic performance was limited to homework completion, attention span, writing skills and critical thinking. The study was conducted among students in public day secondary schools and limited number of school administrators as its primary source of information, with records on social media networking kept in schools under study as sources of secondary data. The study confined itself to forms; two and three students aged 14 – 18 years. It was also necessary to include a few form ones in the study as requested by the management even though the schools surveyed pointed that they had never received any cases of students in form one engaged in social media use more so within the school compound.

Due to the large number of adolescents found in public day secondary schools in Nakuru East constituency the researcher did not find it possible to collect data from all the schools using exploratory survey design. Also the study was conducted in public day secondary schools in
Nakuru East constituency; therefore the results was not generalized to private day secondary schools but could be applied with caution.

1.8 Assumptions of the psycho social implications of the Study

The study was carried out with the following assumptions in perspective: -

a) That psycho- social networking is a phenomenon common among adolescents in secondary schools in Nakuru East Constituency.

b) Those students sampled for the study provided honest responses to the questions asked by the researcher.
2.1 Introduction
The proposed study has presented in this section theoretical and conceptual framework. The study will be anchored on Theory of Planned Behavior and Rational Choice Theory. The study has also presented a review of literature, which has been done according to the objectives of the study. A summary has also been presented at the end of each sub-section.

2.2 Theoretical Framework
The proposed study was guided by theory of planned behavior and rational choice theory.

2.2.1 Theory of Planned Behavior
The theory of planned behavior was proposed by Icek Ajzen in 1985, which was developed from the theory of reasoned action by Martin Fishbein & Iscek Ajzen in 1975. This theory emphasizes that behavior emphasizes that human behaviors are governed not only by personal attitudes, but also by social pressures and a sense of control (Azjen, 1985). This theory argues that human behavior is guided by three kinds of considerations: beliefs about the likely outcomes of the behavior and the evaluations of these outcomes (behavioral beliefs), beliefs about the normative expectations of others and motivation to comply with these expectations (normative beliefs), and beliefs about the presence of factors that may facilitate or impede performance of the behavior and the perceived power of these factors (control beliefs).
In this respect theory of planned behavior argues that behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioral control. As a general rule, the more favorable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person’s intention to perform the behavior in question. Finally, given a sufficient degree of actual control over the behavior, people are expected to carry out their intentions when the opportunity arises.

In the context of this study, normative belief or the degree to which significant individuals such as friends, or colleagues, condone the act of using social media may influence student’s intention toward the use of social media both in school and at home, just to fit in the group and may not be using it for enhancing school work. The perceived importance or relevance of these, friends affect the extent to which their approval will shape students’ intentions to use social media for academic performance or for hooking up with friends. This theory was used to shed light on how adolescents make plans to use social media to enhance their studies.

Social media networking is a behavior that influences academic performance. There is need for planning and guidance on the use of social media by adolescents. If well planned it can improve learning but if not planned as required it can lead to negative impact to students without internal control to overindulge in social media, a situation that may negatively affect their concentration in their academic work leading to a decline in their academic performance.
2.2.2 Rational Choice Theory by Coleman

Rational Choice Theory is an economic principle that assumes that individuals always make prudent and logical decisions that provide them with the greatest benefit or satisfaction that are in their highest self-interest (Coleman, 1990). In social sciences, Rational Choice Theory argues that human behavior and social life in general, can be explained in terms of rational choices of individuals. The theory posits that individuals evaluate their choice of actions in accordance with each option's ability to produce advantage, pleasure and happiness. The central premise of this theory is that individuals are rational beings whose decisions are based on careful analysis of various options before settling on one that gives them maximum gains and minimal losses. However, Rational Choice Theory is based on the assumption that an individual has sufficient information upon which to establish his/her preferences before performing rational analysis of the preferences.

In the context of the media, rational choice theory is based on the fundamental tenets, which hold that people freely choose their social network sites and are motivated by the avoidance of pain and the pursuit of pleasure. In terms of the use of social media, rational choice posits that users (students) weigh the potential benefits and consequences associated with social media networking and then make a rational choice on the basis of this evaluation. Therefore, before using social media, it is assumed that students would weigh the chances of benefiting from the social media site and the severity of the cost to be incurred in using the social media. This means that if social media users perceive the costs to be too high and to be too risky, or the payoff to be too small, they may choose not to use the social media.
Rational Choice theory was used to inform why students use particular social media sites and the purpose for which they use social media. This theory was also be used to examine the effectiveness of response strategies employed by schools to regulate the use of social media in schools. In the proposed study, students and school management may be seen in the analogy of the buyer and the seller respectively. For instance, the students chose social media sites that offer them the greatest benefits at the least cost. Depending on the individual social media user, some students may broadly seek social media sites that enhance their knowledge, enable them relax and refresh and socially interact. However, others may seek social media sites that divert their attention away from pressing issues, thus allowing them ‘escape’ from the pressing issues. Therefore the kind of effect social media has on student’s performance was determined by the rationality students employ in the choice of particular social media sites.

2.3 Review of Related Studies

The study has presented a review of literature, which has been done according to the objectives of the study and a summary presented at the end.

2.3.1 The types of Social Media Use among Adolescents

Boyd and Ellison (2008) traces modern social media networks to mid 1990s, with Six Degrees being cited as the earliest social media network. Other social media networks-Asian Avenue, BlackPlanet, MiGente and LiveJournal-were launched in late 1990s and early 2000s. Presently there are Facebook, Twitter, LinkedIn, and YouTube among others. A global survey of social media use revealed that Facebook is the most used social media site in the world, with about 1.4 billion monthly active users. Other notable social media networks are WeChat, Twitter, Instagram, YouTube, and LinkedIn with about 200, 180, 150, 120 and 100 million active users.
respectively (Pew Research, 2014). This implies that over half of the world’s population use social media.

Users of social media networks are drawn from diverse age groups. However, a survey done by Ellison & Boyd (2013) in the United States found that persons aged 18-29 years are the most users of social media. Other studies have also reported the use of social media among persons aged 18 years and below. For example an earlier study in United Kingdom by Lenhart (2009) reported that about 61% of persons aged 12-17 regularly used Facebook and you tube. In terms of gender, there appears to be no concurrence on who between men and women use social media more. A study among college students in Nigeria found that more males than females use social media (Madden et al, 2013).

Although the ultimate reason for using social media remains building social contacts and sharing of ideas with likeminded individuals, various social media sites have been specially developed to help users establish specific social contacts. Ehrlich (2011) in his survey on the reasons for individual’s use of social media found that people connect to LinkedIn for professional purpose, Facebook and MySpace for personal motive, Twitter for social networking, and Personalized Blogs for personal thoughts and viewpoints. This indicates that although the key technological features of most social media are fairly consistent, the activities users engage in depend on the type of social media site. While examining the number of social media network sites used by adolescents in Canada, Lemeul (2006) found that 10% of the students used only one social network, 42% used two, 26% used three, and 22% used more than three social networks. This means that about 90% of the adolescents used more than one social media network sites.
However, the study did not examine if the adolescents used social media for academic activities and if it had any effects on their academic performance. This study was done to establish if the students in Kenya and specifically Nakuru use social media for academic performance and in what ways did social media affect their academic performance.

2.3.2 Time Spent on Social Media Network by Students

Research by Pew Internet and American Life Project (2014) found that 93% of youth aged 12-17 were online users visiting MySpace and Facebook. Further, a study by Shapiro & Margolin, (2014) concluded that adolescents spend more time on the social media networking sites than any other leisure time. Abramson (2011) also reported social media addiction among adolescents to a point that some adolescents visit their social media accounts nearly every hour. Another study established that some adolescents frequently visit their social media accounts even when classes are ongoing (Ahmed & Qazi, 2011). This implies that adolescents may not concentrate fully in their academic work because their attention is divided between their social media engagement and class attendance, which could lead to poor academic performance.

A study by Lenhart (2009) on the use of social media by school going children reported that 61% of persons aged 12-17 years had used social media networks to send messages to their friends on a regular basis. Similarly a study by Akindehin & Akindehin (2011) on the use social media by primary school children revealed that over 30 million children in primary schools use social media in the United States. The same study noted that social media is used by as high as 93% of the children Netherlands. Prior to these studies, a study by Lewis (2008) showed that teenagers now use social media for much of their daily preoccupation. Further, a survey done by Kist (2008) on internet access by teenagers revealed that about 90% of teenagers in the United States
have Internet access, and about seventy-five percent of these teens use the Internet more than once per day. This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends.

From literature, opinions are divided as to whether adolescents should or should not use social media on a regular basis. While supporting the use of social media among adolescents, Tapscott (1998) argues that social media networking provides adolescents with the opportunity to play communicate, seek social support and share knowledge among themselves leading to psychosocial growth. On the other hand, opponents of social media use by adolescents point that social media use—especially heavy use—promotes the development of anti-social behavior in adolescents. Tapscott further argues that those who use social media less than five hours a week experienced lower cases of alcohol consumption compared to their counterparts who used internet more than 5 hours a week. The study also found significant association between heavy use of social media and the use of hard drugs. In particular among those who use social media more than 20 hours per week were found to be twice likely to be cannabis users. On the contrary, those who use social media less than 5 hours a week were reported to have less than half chance of consuming the hard drugs. Similarly, heavy use of social media has also been associated with emotional stress, weight increase, family problems, loss of friends among others.

It is clearly evident from the above literature that social media is increasingly becoming popular among adolescents. The same trend was obtained for students in tertiary institutions. A study done by the New Hampshire University (2009) on the use of social media by college students concluded that most of the students spent a substantial amount of their time on social media.
When asked to describe whether they were heavy, moderate or light users of social media, 63% of the students described themselves as heavy users of social media. Notably these studies have been conducted in developed countries which have different technological environment from developing countries such as Kenya. There appears a dearth of empirical data on the student’s use of social media in developing countries hence the need for research in this area.

While analyzing the amount of time spent by college students on social media on a daily basis, Junco (2012) established that 10% of students spent half hour, 35% spent two hours per day and 25% spent more than two hours. Junco (2012) found no students who spent zero hours on the social networks. This implied that all students surveyed spent at least some time on the social media daily. Although this study was done at college level, it still remains relevant to the proposed study given the findings suggest that students have considered visiting social media as part of their daily routine. The fact that social media has become part and parcel of students’ daily programming make it an important area of inquiry more so with regard to how it affects students performance in key areas of education. In addition it is also not clear if all students in developing countries have access to social media hence the need for conducting a study to establish the status of use of media in school environments in Kenya.

2.3.3 Social Media and Academic Performance

It is Coyle and Vaughn (2008) who assert that social networks are typical characterizations of human behavior, whose aim is to fulfill the need to communicate and connect with people they know. Similarly the authors observe that social media enables individuals meet new people who share a common interest, and that such ‘meetings’ facilitate collaboration, participation and sharing of information and knowledge among friends in the network. Contributing on the same,
Banquil (2009) point out that social media provides effective social networking opportunities and their online behavior includes building individual relationships, expanding personal network of friends, finding people who have had similar experiences, discussing common topics of interest, dating and finding potential life partners, staying connected to old friends or distant family and virtually meeting peers, including work colleagues, to discuss current issues or topics of interest. It is apparent that social media has become an integral part of individuals’ lives thus occasioning the need to understand how social media affects students in their academic performance.

A study by Kabilan, Ahmad & Abidin, (2010) identified a number of benefits of SNS which include increased student interactions with other students and their teachers, increased students’ satisfaction with the course, and improved students’ learning and writing ability. Liccardi, Pau, Massey, Kinnuen, Lewthwaite, Midy & Sakar, (2007) revealed that students are socially connected with each other for sharing their daily learning experiences and discuss several topics. Students can easily contact each other with regards to school projects and assignments. It is also possible for them to work on group assignments from the comfort of their homes (Bukvova et al 2010; Luzon, 2009). High achievers could tutor low achievers as they build their social relationships this could help the low achievers to shed off their shyness and participates actively in discussions however; it is also possible that they may pick on a nonacademic topic that may negatively influence them at the expense of their academic work.

Studies in the education sector focusing on the influence of the use of social media on students’ academic performance have reported contradictory results. For example a study by Enriquez (2010) found that students who frequently use social media networking sites are likely to have
20% lower grades than their counterparts who rarely use social media networking sites. The author attributed the lower grades among students who frequently use social media to the tendency of such students to have the social media sites running on the background on their phones or computers while at the same time studying. The student is thus forced to attend to both his/her studies and social media site at the same time, which undermines their overall performance in their studies. As is suggested here, it is possible that limited and divided attention between social media and academic work may eventually adversely affect students’ academic performance, as need to concentrate fully in their studies in order for them to get the concepts right more so in technical subjects if they are to score good grades in the subjects under study.

Similarly, Banquil et al., (2009) found a continuing drop of grades among students who were frequent users of social networking sites. The author particularly noted that limited use of social media had minimally affected students’ performance. However, continued and frequent use of social media negatively affected students’ performance. Although the author has not particularly elaborated on how continued use of social media resulted in a drop in students’ performance, the drop in performance could be probably due to negative influence such as cyber bullying from social media network friends. This implies that they have to devote more time on social media so as to reach a wide network of their friends, leaving very little time to attend to their studies. The proposed study will among other things establish how much time students spend on social media, and how this affects their performance.

A study by Rouis & Salehi (2011) focusing on the use of Face book and students’ performance among undergraduate students indicated that extensive use of social media led to poor learning outcomes. Although this study focused on only one social media site—the Face book, the findings
showed that unregulated use of social media adversely affected students’ performance thereby lending credence to other studies with similar results. The author, however, concluded that students’ performance may not be adversely affected in instances where students’ can on their own regulate the use of social media. However, self regulation on social media may require a highly disciplined student to observe such self-regulations given the addictive nature of social media. From the findings of the study cited it is not clear whether self regulation is common attribute in the adolescent student. The study wished to establish whether secondary school adolescents in Kenya applied self-regulation on the use of social media which helped to minimize adverse effects on academic performance.

While some scholars have attributed low performance among students who use social media frequently, other scholars such as Lind & Pamela, (2006) have attributed it to the adversarial messages and relationships that confront users of social media. The authors understand adversarial relations as those that involve negative exchanges. According to the authors, adversarial relations cause emotional distress, anger, or indifference to the students, which negatively affect their concentration in their studies resulting in poor performance. Similarly Tuan & Tu (2013) argue that a student with an adversarial image on the social media forum has minimal chances of cultivating relationships with his/her classmates, other students as well as teachers. This further minimizes the affected students’ chances of obtaining information and knowledge useful in his/her studies.

On the contrary, some studies on the relationship between the use of social media and academic performance have reported positive association between the two. Linda et al., (2006) found a positive association between use of social media and academic performance. The study
established that students who frequently used the social media scored higher grades in their academic performance. On the same token, a study in a Vietnamese university reported that students using facebook as a social media to have substantial improvement in their grades (Tuan and Tu, 2013). These studies explained good performance among social media users on the fact that it allows students to easily adapt to the social environment of the school. Arguably, if the bulk of the social network friends are part of the school community, the students are likely to engage in pro-school social networking thus adding value to their school work through sharing of knowledge. However, social media can be an obstacle to students’ adaptation to their school environment if most of the network friends are drawn from outside the school.

Some scholars have examined social media in terms of how students can draw professional advice that helps them grow in their studies. Linda & Pamela (2006) conceives advice networks as those consisting of relations through which individuals share resources such as information, assistance, and guidance that are related to users’ areas of study. The study reported a positive association between the use of advice networks and students’ performance. However, the same study reported a negative association between the use of friendship network and students’ performance. Good performance among students who use advice networks was attributed to the fact that these networks offer help to the students especially in the areas of problem solving, which enhances their performance in the traditional classroom setting. Unequivocal results from the studies on relationship between use of social network and academic performance are indicative of need for further research in this area. The study sought to shade more light on the relationship between use of social sites and academic performance in Nakuru.
A study by Griffith & Liyanage (2008) also revealed that social media networking also had a significant positive relationship with students’ performance. The study noted that students through social media networking formulated group discussions to exchange ideas and communicate among themselves and their teachers. Teachers too were found to share course related materials with their students and used social media to create student groups to collaborate on academic matters. The study concluded that this helped a great deal in enhancing students’ academic performance. However, it is not clear if similar use of social media is used in Kenya and specifically students in Nakuru East Constituency. This study wishes to examine if the study replicates the same results in the Kenyan scenario.

According to Kuppuswamy & Shankar (2010) research on social networks grabs the total attention and concentration of the students and diverts it towards non educational and inappropriate actions such as useless chatting, time wasting by random searching and not doing activities that would contribute towards their academic achievement positively. This concurs with another study by Haq & Chand (2012) which concluded that SNS use has an adverse influence on student academic performance. The study noticed that males and females spent equal time on the Internet where females used SNS more, but males had more friends than females. The important difference was that SNS use had an adverse influence on males’ performance than females. The authors accounted such adverse performance because males spend more time on sports and games activities than females, which caused a loss of time and a bad influence on performance. However, Hampton (2011) in their study found that more females than males used social media. This research seeks to investigate how Adolescents boys and girls spend time on academic or non-academic activities on SNS.
2.3.4 Improving students’ usage of social media of networking.

Several studies have demonstrated that the use of social media by students has both negative and positive impacts on the performance. Other studies observed limited or controlled use of social media has the potential of enabling students gain insight into social networking sites that help them achieve their educational and life goals. It is on this basis that concerns have been raised on how schools and parents can regulate the use of social media to help maximize its benefits to the students. The need to balance the positive impact of social media in education and the dangers of its harmful effects on students’ achievement compelled the U.S Congress to propose a legislation to ban basic education students from accessing social networking sites while in schools and libraries (Boyd and Ellison, 2007). Although there is no single policy document on social media use in schools the United Kingdom, the Department for Education demands that each school at all levels to have a social media policy (Department for Education, 2015). In Ghana, mobile phone use by learners is prohibited in all basic education institutions (Ministry of Education, 2009). This means that students may over indulge in social media at expense of their studies where there’s no control on the usage.

In Kenya, the Ministry of Education outlawed the possession and use of mobile phones by basic education students (Ministry of Education, 2012). Although this has limited the use of social media in schools, students can still access social media networks through commercial cyber cafes that are common in Kenya’s major urban areas. Some schools have information technology facilities that allow students to access social media networks on a regular basis. Although the ministry has outlawed the use mobile phones in schools by students, it is not clear how well this directive was being implemented in various secondary schools, especially in day schools.
The study explored the measures taken by various day secondary schools in Nakuru East Constituency in implementing this directive from the ministry of education.

One of the strategies used by schools to regulate the use of social media by schools is through educating students on how they could use social media to enhance learning in schools (Willard, 2004). The author argues that schools can position social media as one of the channels through which vital learning information including teaching materials is passed to the students. Students too can be encouraged to use social media to seek teachers and colleagues opinions on topical issues relating their areas of study. As suggested here, social media if well handled can indeed encourage debates, discussions and sharing of information and knowledge on important subject areas. However, it is important to note that teachers have specific traditional functions in schools, which largely relate to their subject areas. Besides, social media technology is ever evolving; a situation that demands for continuous training of individuals involved in educating students on social media issues. There is need to establish the effects of social media networking sites in schools in Nakuru East Constituency given that most schools in Kenya do not have adequate teaching personnel even in their traditional teaching areas.

The fact that students especially those in day secondary schools do spend a substantial amount of their time at home, has called for the need to incorporate parents in the regulation of social media use by students (Lenhart, 2009). The author found that parental supervision of cell phone use, significantly reduced instances where students sent sexually suggestive nude or nearly nude images of themselves or network friends. This change in sexting behavior by students confirmed that parental supervision on the use of social media by students can potentially discourage misuses of social media. It is a well-known fact that most schools in Kenya through PTAs have
partnered with parents to address many issues including physical infrastructure development, enforcement of discipline among others. However, it is unclear whether the parents also participate in regulation of use. Social media among secondary school students. There is also need for further examination more so with regard to how school management are collaborating with parents to regulate the use of such sites both in school and at home.

2.4 Summary of Literature Review and Theoretical Framework

It is clear from the above literature that social media use is prevalent across the continents, with more than half of the world’s population using various social media daily. The literature has also revealed that people use social media for a variety of reasons ranging from social, professional to business uses. Social media is used by all age groups except that persons aged 35 years and below accounts for a higher proportion of the users. While both men and women use social media, most studies point that more men than women use social media. Proponents of the use of social media by adolescent students argue that it helps in their psychological growth. However, opponents observe that social media may lead to the development of anti-social behavior among other social problems. While some studies show that social media adversely affect students’ performance, others argue that it has positive influence on students’ performance.

The fact that social media’s audience come from all regions of the world, diverse age groups, occupation as well as gender implies that social media is a reality. Yet empirical studies on the effect of social media use on students’ performance have reported contradictory findings, where studies by among others Linda et al., (2006), Griffith and Liyanage (2008) and Tu (2013) reporting a positive relationship between social media use and students’ performance, while those of Enriquez (2010), Banquil et al., (2009), Haq and Chand (2012) among others reporting a
negative relationship between social media use and students performance. The unequivocal results from the studies on relationship between use of social media network and academic performance suggest the need for further research in this area. Further, there is limited data on the use of social media by students in developing countries such as Kenya, since most of the studies available have been conducted in developed countries which have different technological environment. A review of the literature also reveals that studies in these areas have predominantly focused on student’s academic performance, with no clear coverage on other areas aspects of learning such as critical thinking, writing skills, homework completion and attention span. There is therefore need for further studies on the effect of social media on students’ performance, more so in the non-academic areas notably writing skills, critical thinking, attention span and homework completion.
2.5 Conceptual Framework

Independent Variables

- **Types of Social Media**
  - Social Media Sites
  - Purpose of Social Media

- **Time on Social Media**
  - Time used per day
  - Frequency of use
  - Time of day

- **Social Media Regulations**
  - Mobile phone use
  - Access to social media sites
  - Social media use counseling

Dependent

- **Performance**
  - Homework Completion
  - Attention Span
  - Critical Thinking
  - Writing Skills

Intervening Variable

- Government Policy
- Availability of Internet Services
- Parental Control

Figure 2.1: Social Media use and academic Performance.

Under normal situation, the use of social media should enhance students’ academic, social and psychological growth. Students, however, need the support and guidance from the school and society at large so as to have secure and productive use of social media. But this would even be more realizable where adequate regulations are available. Figure 2.1 above summarizes the various variables and how they are conceptualized to affect each other in the field.

2.6 Summary of Conceptual Framework

The study argues that the type of social media used such as Whatsapp, facebook, Youtube among others, by students has bearing on their performance. The study assumed that the type and reasons for which students’ used social media may positively or negatively affect their performance. The amount of time spent on social media, the frequency with which students use
social media and the time of day students use social media may enhance or undermine students’ performance. The study also assumed that the kind of regulations employed by schools, parents and the government on social media use may also influence students’ performance. So that the way mobile phone use, access to social media sites and counseling services offered on social media use may either enhance or undermine students’ performance.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter covered the study area, research design, target population and sample size, sampling procedure, methods of data collection, data analysis procedures, and the ethical considerations.

3.2 Research Design

The study was guided by exploratory survey research design. This design is suitable in studies that seek to tackle new problems on which little or no previous studies have been done (Brown, 2006). A review of literature revealed that very little (if any) had been done on the implications of social media networking use on academic performance of secondary school adolescents, more so in the areas of writing skills, homework completion, attention span and critical thinking. This therefore made this design appropriate for this study.

3.3 Study Variables

Social media networking was the independent variable in this study. Students’ academic performance was the dependent variable. Independent variable was operationalized into four descriptive variables namely the types of social media used, purpose for which the social media was used, mechanisms that were employed to limit the use of social media and amount of time spent by students in the use of social media. Students’ academic performance, which was the dependent variable in this study, was examined in the context of writing skills, attention span, homework completion and critical thinking.
3.4 Site of the Study

Nakuru East Constituency was the site of the study. It was chosen because the county government had recently installed a free Wi-Fi to the public, with the internet availability largely concentrated around universities, colleges and secondary schools. This was done to enable learners in these institutions have free and easy access to the internet. It is also a cosmopolitan town with adolescents’ from diverse social-economic backgrounds.

3.5 Target Population

Mugenda and Mugenda (1999) states that target population is that which one wants to generalize the results. The target population was form, two and three in public day secondary schools in Nakuru East Constituency. The form, two and three students had a population of 6632 who are in their mid-adolescents therefore, they can give a good picture of an adolescent social media networking. Forms four’s were busy preparing for National examinations. It was also necessary to include a few form ones in the study as requested by the management even though the schools surveyed pointed that they had never received any cases of students in form one engaged in social media use more so within the school compound.

3.6 Sampling Technique and Sample Size

The study used purposive and stratified sampling methods. Purposive sampling method was used to select the key informants. The choice of key informants was determined by the position they hold in schools. For this reason, the study selected students randomly. Class teachers, Teacher counselors, Deputy Head teachers and head teachers of public secondary schools. Students’ enabled the study to understand the counseling issues or problems students’ experienced due to the use of social media networks. Deputy Head teachers and head teachers enabled the study in
understanding the mechanisms employed by schools to regulate the use of social media in schools as well as disciplinary issues that arose from the use of social media by students. Class teachers explained how social media was affecting students’ performance in the areas of attention span, writing skills, homework completion, and critical thinking. Purposive sampling was used to select specific schools to be engaged in the study. The schools to be engaged in the study were those that had students’ population of 600 and above. Stratified random sampling was used to select the respondents for the questionnaire administration. The main strata for the study were the level of study, gender of student and position held by students in schools. Therefore, the study sample constituted students with and without administrative positions, both male and female students as well as students from different forms/classes. Nakuru East constituency has 23 public day secondary schools, with a students’ population of about 10,230 (Nakuru County Education Office, 2015). This study collected data from schools with student enrolment of 600 and above had combined student population of 6632. Therefore the target population for this study was 6632. This was done to cover a large number of the population. Schools that were considered were those that had students’ enrolment of 600 students and above.

\[
\begin{align*}
n & = \frac{NC^2}{C^2 + (N-1)e^2} \\
N & \text{- The population size} \\
n & \text{- Deserved sample size} \\
C & \text{- The coefficient of variation – 0.6. In most social science; Research coefficient of variation is usually between 30% -70%. The researcher used 60% because it’s the most commonly used by most science researchers. (Nassiuma, 2000)} \\
e & \text{- The margin of error (0.05)} \\
n & = \frac{6632 \times 0.6^2}{0.6^2 + (6632-1) \times 0.05^2}
\end{align*}
\]
Table 3:1: Nakuru East Schools - Target population

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Students</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menengai</td>
<td>1132 (17%)</td>
<td>24</td>
</tr>
<tr>
<td>Afraha</td>
<td>1126 (17%)</td>
<td>24</td>
</tr>
<tr>
<td>Langa Langa</td>
<td>913 (14%)</td>
<td>20</td>
</tr>
<tr>
<td>Nakuru Day</td>
<td>757 (11%)</td>
<td>15</td>
</tr>
<tr>
<td>Tumaini House</td>
<td>734 (11%)</td>
<td>15</td>
</tr>
<tr>
<td>Flamingo</td>
<td>687 (10%)</td>
<td>14</td>
</tr>
<tr>
<td>Moi</td>
<td>642 (10%)</td>
<td>14</td>
</tr>
<tr>
<td>Upperhill</td>
<td>641 (10%)</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,632 (100%)</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

Source: Nakuru County Educational Office (2015)

NB. All schools were mixed day schools.

3.7 Research Instruments

This study used both qualitative and quantitative procedures of data collection. Questionnaires were the main instrument used to collect quantitative data for the study. Questionnaires had both structured and unstructured questions to enable collection of standardized responses while simultaneously providing respondents the opportunity to respond without restrictions. The questionnaire was administered to students, Teacher counselors and deputy head teachers. The questionnaire had three sections. The first section gathered data relating to general background information of the respondents. The second section had questions relating to the specific objectives of the study. The third section had questions relating to students’ performance in the
areas of writing skills, attention span, critical thinking and home work completion. Qualitative data was obtained through the use of interviews. Interviews were largely used to obtain data from head teachers, class teachers and Teacher counselors. The study employed a semi-structured interview guide that contained some pre-determined questions for the respondent.

### 3.8 Validity and Reliability

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure (Mugenda & Mugenda 1999). In order to test the validity of the evaluation tool content and construct validity was used. The researcher issued the instruments to colleagues and sought i, the study gauged whether the questions were measuring what was intended. This was achieved through accurate operationalization of the key variables guided by the literature review and theoretical framework. Further, the researcher constantly sought the input and opinions of the supervisors and other experts in the department of psychology Kenyatta University at every stage of the study that ensured that every issue under inquiry was accurate and to the point.

Reliability broadly refers to the extent to which an instrument is in a position to produce consistent results each time it’s administered. The result of the study was subjected to reliability co-efficient analysis. A reliability co-efficient (alpha value) of more that 0.7 is assumed to reflect the acceptable reliability (Cozby, 2001). To ensure reliability test retest was administered to the respondents one week earlier and the responses compared against each other to verify the reliability of the instruments. The study considered its instruments were reliable if the reliability analysis resulted in alpha value of 0.7 and above. The Alpha value ranges from zero to one. The more the Alpha value is closer to one, the more reliable the instrument.
3.9 Pilot Study

This study undertook a pilot study in Ndururi day secondary school in Nyandarua County. The school had 680 student. It was chosen because it has similar characteristics as Target population. Nieswiadomy (2002) recommends that 10% of the study sample size would sufficiently serve as a sample for the pilot study. The study administered questionnaires to 35 respondents. The purpose of this exercise was to establish the extent to which responses provided by the respondents best fitted into what the study intended to achieve. Based on the responses given, the researcher then modified the content of the questionnaire that ensured that questions elicited only desired and intended responses.

3.10 Data Collection Procedures

The researcher employed two research assistants and inducted them on how to facilitate the data collection, the importance of research and ethics and the importance to the Ministry of Education. The researcher and the assistants proceeded to the 8 sampled public day secondary schools for a similar introduction to the administration of each of the schools. With the assistance of the class teachers, the researchers then proceeded to sample the students in each of the schools. The researcher explained to the sampled students what the research was about and the purpose for which it was being done. Each of the sampled students was then issued with a questionnaire after which they were asked to carefully and honestly respond to each of the questions contained therein. The researcher was present during this time just in case to help in cases where some of the respondents needed certain issues clarified for them. Once through with students’ respondents, the researcher then proceeded to collect data from the students’, Teacher counselors and the head teachers and deputy headteacher. Once through with one school, the researcher proceeded to other schools.
3.11 Data Analysis and Presentation

Descriptive statistics was used to analyze data after appropriate data coding. Descriptive statistics describe patterns and general trends in a data set. Descriptive statistics was used to examine or explore one variable at a time. Descriptive statistics that was used included frequencies, percentages and mean. Data analysis was aided by use of SPSS (21 Version). Results of the study was summarized and presented in tables, pie charts and graphs. Qualitative data was coded and analyzed by use of thematic analysis.

3.12 Data Management and Ethical Considerations

The researcher sought written authority from school of postgraduate Kenyatta University (KU), and permit from National Council of Science and Technology (NACOSTI) and Ministry of Education Nakuru County. The consent process ensured that individuals voluntarily participated in the research with full knowledge of relevant risks and benefits. This study informed participants about the purpose of the research, expected duration and procedures, and participants' rights to decline participation in the study. Upholding individuals' rights to confidentiality and privacy is a central tenet of every research work. Consequently this study devised ways of asking participants whether they were willing to talk about sensitive topics without undermining them. The study accorded participants the discretion and freedom to choose how much information about themselves and the issues under inquiry they revealed and under what circumstances. Those who were affected were debriefed.
CHAPTER FOUR

PRESENTATIONS OF FINDINGS AND DISCUSSIONS

4.1 Introduction

This study focused on the implications of psycho-social media networking on adolescents’ academic performance in public day secondary schools in Nakuru East constituency in Kenya. The study was guided by the following four research questions;

a) What are the types of social media networking used by adolescents and their implications in public day secondary schools in Nakuru East Constituency?

b) What is the amount of time spent on social media on the academic performance of adolescents in public day secondary schools in Nakuru East Constituency?

c) What was the psycho social media networking by adolescents on academic performance in public day secondary school?

d) What mechanisms were employed by schools to regulate the use of social media networking on the academic performance of adolescents in public day secondary schools in Nakuru East Constituency?

The study has presented the results according to the objectives of the study. The results are presented in tables and figures for ease of comprehension with percentages being the main descriptive statistics in data analysis. The results of the study were compared with the results of other studies and the implications of social media use on students’ academic performance.
4.2 Demographic Data

This study covered information of the respondents, which included age, gender and form of study. This study involved students aged 14-18 years, both male and female from all forms except form four. The following are therefore the detailed analysis of the respondents’ demographic profile.

4.2.1 Age of the Respondents

Table 4.1: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Years</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>15 Years</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>16 Years</td>
<td>54</td>
<td>38.6</td>
</tr>
<tr>
<td>17 Years</td>
<td>59</td>
<td>42.1</td>
</tr>
<tr>
<td>18 Years</td>
<td>12</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority or 42.1% of the respondents in this study were aged 17 years. Students aged 15 and 16 years accounted for about 38.6% and 10% respectively. Students aged 18 years had 8.6% representation in the study. Students aged 14 years had the least representation in the study as table 4.1 below shows. A learner who joins class one at the age of 6 years is expected to join secondary at the age of 14 years. However, some learners repeat classes and or drop out of school temporarily. Such learners may join secondary school at the age of 15 and above. This
study observed here that the major catchment areas for public day secondary schools in Nakuru East Constituency are from low and medium income residences. Children from low income areas face numerous challenges in their education such as failure to pay fees promptly, which may delay their completion of their primary education. This may rise the age at which they join secondary schools beyond 14 years. This partly explains why majority of the students who participated in this study were aged between 16 and 17 years.

4.2.2 Gender of the Respondents

Figure 4.1 Gender of respondents

The current study engaged slightly more females than males as figure 4.1 below shows. Females accounted for 52% of the respondents, with males constituting 48% of the respondents. These results on gender composition of students in secondary schools differ with available records on
students enrolments. For instance, data from Kenya’s ministry of education between 2007 and 2009 shows that secondary school enrolment stood at 25.2% and 23.2% for boys than girls respectively in the 2007. Enrolments for boys and girls in the year 2008 stood at about 46% and 39% respectively. Secondary schools recorded enrolment rate of 49% and 42% for girls and boys respectively in the year 2009. In the year 2010 there was enrolment for about 51% for boys and 46% for girls. It is clear from these statistics that more boys than girls are still enrolled in secondary schools (MoE, 2011). This study observed that the education of girls since independence has always lagged behind. However, the country has witnessed massive campaigns toward the education of the girl child by both the government and civil society organizations. It is also important to observe here that retrogressive practices such as early marriages, female genital mutilation and preference for boy child over girl child, which have undermined the education of the girl child. Therefore, the perceived high number of girls in secondary schools as reported in this study is probably due to sustained campaign for girl child education and the absence of retrogressive practices in urban areas.

Table 4.2: Class of the Respondents

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4.2.3 Class of the Respondents

As table 4.2 shows, majority of the students were in form three of their study. Students who were in form two at the time of this study represented 48% of the students covered in this study. There were also a small fraction of the students from form one. Although they were not part of the sample but the management of one school insisted on inclusion of form one to enable them understand the extent if any of their involvement in social media networking. Students from form one constituted just 3% of the all the students respondents. At the time of data collection students in form four were busy preparing for their Kenya Certificate of Secondary Education, hence their exclusion from the study. Preliminary discussions with management of some of the schools that participated in this study revealed that social media use was most prevalent among form two and form three students. This explains why students from these forms accounted for 97% of the respondents. This coincides with a study by Yoon, (2000) on Korean adolescents’ internet use pattern and degree is related to peer group in order to be in a social group. It was also necessary to include a few form ones in the study as requested by the management even though the schools surveyed pointed that they had never received any cases of students in form one engaged in social media use more so within the school compound.

4.3 Type of Social Media network Used by Adolescent Students

The first objective of this study was to establish the types of social media network sites used by adolescent students in public day secondary schools in Nakuru East Sub-County. Issues investigated in this objective were the extent of social media use, social media sites used, the number of social media sites used, the purpose of social media use, target audience in social media use and thematic issues in social media use. The following is therefore the results on the first objective of the study.
4.3.1 Extent of Social Media use by Adolescent Students

![Figure 4.2: Extent of Social Media use by Students](image)

An examination of the types of social media network used by students began by establishing whether in the first place students were actually using social media networks. It was found that a significant proportion of the students were using social media networking albeit at varying degrees as figure 4.2 above shows. An examination of figure 4.2 reveals that 27.1% of the students reported that to a great extent they were using social media network. It is also discernible from figure 4.2 that about 50.7% and 15% of the students conceded that they were using social media networking to some extent and least extent respectively. It was only 7.1% of the students who reported that they were not using social media network. It is clear from the above results that about 92.9% of the adolescent students used social media networking.
(although at varying degree) compared to only 7.1% who were not in any way engaged in the use of social media networking.

The findings of this study, revealed that a large proportion of adolescent students used social media networking, are similar to the findings of the study by Lenhart (2009) and Butcher *et al.*, (2010), which found social media use to be very common with adolescents. In particular, Lenhart (2009) and Anderson-Butcher *et al.*, (2010) reported that over 60% of the adolescents used social media globally. The authors even noted that adolescents use of social media even surpasses that of adults in the United States by 3% and just short of 10% that of adults in the United Kingdom. Although this study only focused on social media use among adolescent students, it is possible that the number of adolescents using social media networking could be much higher if a survey on social media use among all adolescents including out of school ones were to be conducted.

The use of social media had been found by Banquil & Chua, (2009) to have negative impact on students’ academic performance especially in the area of writing skills. The study by Ahn (2010) observed that students’ regular use of slang language, word abbreviations and other forms of unconventional writing techniques lowered the standards of their grammar and vocabulary. The study particularly found that students who frequented their social media sites committed simple spelling mistakes, and were also poor in their sentence constructions. Although when asked to describe the level of their writing skills, most students described the level of their writing skills as high, the same could not be collaborated by their teachers. A casual review of students’ academic performance in subjects that require high levels of writings skills such as languages and humanities showed that most of the students performed averagely, thus contradicting students assertion that they had high levels of writing skills. Most of the teachers interviewed
were in fact concerned that the level of students’ writing skills were not only low but also declining. Teachers of language complained that some students could not correctly spell simple words, while others regularly failed to observe simple rules of sentence structure, punctuations among others. Teachers also noted that some students could not differentiate between conventional and colloquial language so much so that words such as ‘kid’ is being used instead of a ‘child’, and ‘chic’ instead of a girl in their comprehension and other forms of academic writings.

### 4.3.2 Social Media Network Site Preferred by Students

The fact that a significant proportion of the students who participated in this study reported that they were using social media, it became necessary to understand the social media network site that were preferred by students. The results are shown in the figure 4.3 below.

![Social Media Network Site Preferred by Students](image)

**Figure 4.3: Social Media Network Site Preferred by Students**
As can be seen in the bar graph, the students use several SMN. Whatsapp is the most preferred social media site, since 42.1% of the students reported that it was their main social media site. This was followed by Facebook, which was preferred by 27.9% of the students. Another notable social media site that was used by students was YouTube, which was used by 7.1% of the students. Viber was the least social media site used by the students since less than 1% of the respondents reported it as their preferred social media site as shown in figure 4.3 above. Some students or 17.7% of the students reported that they preferred other social media network sites other than Facebook, Whatsapp, YouTube and Viber.

The findings of this study, which found Whatsapp as the most popular social media site among adolescents, differs markedly with that of Pew Research (2014), which found Facebook as the most preferred social media site in the world. The difference in findings between this study and that of the Pew Research (2014) is probably due to the fact that the former study focused only on social media use among adolescent students, unlike the latter one, which focused on all social media users. This study also involved a very small sample unlike Pew Research (2014), which covered a large sample drawn from various parts of the world and across diverse socio-cultural background.

Social media platforms such as Whatsapp and Facebook are used largely to socialize with friends (Ehrlich, 2011). The fact that majority of the students were affiliated to Whatsapp and Facebook implies most of their engagement were largely with casual friends, and whose discussions revolved around social and popular talks. By being members of social network platforms that encourage pep talks, students may not get anything meaningful in these affiliations that are
fruitful to their academic pursuit. Therefore whatsapp and Facebook as the most preferred social media sites could undermine rather than enhancing the academic performance of students.

4.3.3 Number of Social Media Network Sites used by Students

Figure 4.4: Number of Social Media Network Sites used by Students

This study found that majority of the students used more than one social media network site. As indicated in figure 4.4 above, only 29% of the students surveyed used one social media network site. Closer examination of the results in figure 4.4 above reveals that 14% and 38% of the students used three and two social media sites respectively. Some students even used more than three social media sites. Students who reported that they used more than three social media network sites accounted for 19% of the students covered in this survey.
The findings of this study concurs with that of Lemeul (2006), whose study of social media use among Canadian adolescents found that majority or 90% of the adolescent were using more than one social media network site. Although the number of adolescents using more than one social media network site in Lemeul’s (2006) study, is higher than the ones in this study (90% compared to 71%), the two studies nonetheless confirm that adolescents use more than one social media network sites, albeit with varying numerical strength. It is, however, important to note that Lemeul’s (2006) study involved both school going and out of school adolescents unlike this study, which focused only on school going adolescent students. Therefore, the high number of adolescents using more than one social media network site in Lemeul’s (2006) findings is due to the inclusion of both school going and out of school adolescents in the study. Further, Canada being a developed country is more advanced in information technology, which probably makes access to information technology services easier compared to a developing country like Kenya. This may have also contributed to the high number of adolescents using more than one social media site in that country.

The findings of this study are also similar to those Ehrlich (2011), which found that social media users had more than one social media site, each for a specific purpose. For instance Ehrlich (2011) found that people connect to LinkedIn for professional purpose, Facebook and MySpace for personal motive, Twitter for social networking, and Personalized Blogs for personal thoughts and viewpoints. When students were asked why they had more than one social media site, some students indicated that one site could not serve their entire social media needs.
One student remarked

“when in whatsapp you will find that your friends are not active at the moment you are online and they do text you. So I switch to another social media site where they are online so that we can engage on online chat”.

Yet another student said

“because am attracted to seeing the latest social media post on people and I need to keep my vibes chilling every time”. It is clear from the above students that they preferred various social media sites for various social needs”.

The use of more than one social media network site by students implies that students have to spend more time on social media in order for them to reach out to a large pool of social media friends dispersed in the numerous social media sites. Spending more time on social media may adversely affect students’ concentration on their academic works such as writing assignments, homework and even private study. Indeed 5 out of 10 students interviewed in this study conceded that they often failed to complete their homework and assignments on time. For example one student was candid enough about this when he said

“I always stay awake for sometimes past 11.00 pm while chatting with my friends on whatsapp and facebook, and by the time I realize that am meant to do my assignment it is normally too late or am very sleepy that I cannot concentrate anymore on my homework.”

Discussions with some of the teachers did not only confirm this but also put the number of students who failed to submit their assignments on time above students’ projections. A deputy school teacher in one of the schools remarked

“Students report to school with unfinished homework and some even doze in class. As a school we attribute this to the fact that most of the students stay awake for long hours engaging their friends on whatsapp and the like”

The nature of social media networking especially those that involves live chatting is that one has to respond as fast as possible to keep pace with their friends. This can be particularly time
consuming if one has several friends online on several social media platforms. Students faced with this situation may therefore be left with no time to attend to their homework or private studies. Further, even students who manage to attend to their academic work may not be as thorough, critical and insightful as they should be. This is likely to have negative psychological effects on the students. This is because the students will perform poorly which is likely to work against their self esteem

Teachers who participated in this study appeared to allude to this when they pointed out that they were increasingly getting frustrated by the low quality work from their students. One teacher lamented

“some students cannot even construct correct sentence while other are completely unable to correctly common words”. This implies that the students cannot be confident in answering questions due to distorted language hence become timid and they retreat internally. This has the effect of them not participating in class activities”.

A teacher in one of the high schools observed that

“When give students assignment we are not only using the assignments to gauge their general understanding of the subject but also their mastery, thoughtfulness and insight on the essential issues in the subject……. A student whose attention is divided between doing assignment and engaging friends through social media may not have the right frame of mind to engage in critical thinking while writing the assignments”.

In a sense therefore, the use of social media-and for that matter more than one social media-, could undermining students’ academic performance in the area of critical thinking and homework completion. This brings about low performance and the students end up believing that they are failures.
4.3.4 Target Audience in Social Media Use

The study also sought to establish the targeted population in the social media interaction. This was important because it shed light on the issues discussed and the impact it had on their academic performance.

Figure 4.5: Target Audience in Social Media Use

Results in figure 4.5 above shows that most of the students used social media to communicate with their friends. Students who reported that they used social media to communicate with their friends accounted for 88.6% of the students. Some or 6.4% of the students used social media to communicate with their relatives, compared to 1.4% of reported that they used social media to communicate with their siblings. It is also interesting to note that some students (less than 1%) used social media to communicate with their teachers. Other than friends, siblings, relatives and teachers, 2.9% of the students reported that they used social media to communicate with other people.
The finding of this study are in many respects similar to that of Ehrlich (2011), who noted that the main purpose of using social media remains building social contacts and sharing of ideas with likeminded individuals. Although Ehrlich (2011) is not specific on what he meant by likeminded individuals, this study holds to observe that individuals can only be likeminded if they are friends and in the same age-bracket.

It is discernible from the results in figure 4.8 above that students used social media to largely communicate with their friends. Students rarely communicated with their siblings and teachers. The overall purpose of social media networking is to connect with friends, and this may have led many students to prefer friends as their leading audience. Students may not communicate with their teachers through social media especially students from schools with tight regulations on social media use by students. This partly explains why a negligible number of students had their teachers as their targeted social media audience. Indeed all the teachers that this study held discussions with confirmed that they had not communicated with their students through the social media. When pressed further, to state why they never communicated with their students through the social media, most of them said that it was odd while others pointed that it was unethical to engage their students through the social media. A teacher remarked

“I find it unprofessional to engage my student through social media, since this may encourage students to digress to social issues.”

The fact that students use social media to engage their friends more than any other group has the potential of undermining their academic performance especially if such friends are not themselves students. Students’ discussions with out of school friends are likely to be centered on mere social and popular issues. Students may get tempted to use slang and other unconventional
forms of writings while engaging their out of school friends more so those without secondary education.

Discussions with some students also revealed that some students engaged their friends through their native languages.

“‘I use mother tongue when chatting with my friends from my tribe’” another student remarked

“‘there is no need of chatting with my friends in English or Kiswahili when chatting with my friends from our community’”. Some of my friends prefer that we chat in mother tongue because they say that they are not good English and Kiswahili”, remarked another student”.

There is indeed nothing wrong for students to use their native languages to communicate with their friends whom they have a common linguistic origin. However, it is important also for students to regularly use languages such as English and Kiswahili since they are the languages of instruction in school. Otherwise, continuous use of native language at the expense of languages of instruction may undermine students’ mastery of these languages (English and Kiswahili). Inability to speak and write well in the languages of instruction-Kiswahili and English-, will no doubt undermine students’ performance not only in the languages but also other subjects such as History that require high levels of writing skills.

In addition, use of mother tongue due to inability of the students’ friends to communicate in English points to the kind of friends that the students interact with through the media. As a result, the students are unable to hold meaningful discussions in instructional languages hence hindering academic excellence.
4.3.5 Thematic Issues Discussed by Students on Social Media

The study sought to establish the thematic issues discussed by students on social media. This was important because captured topics that were of greatest importance to them and how they impacted on their academic performance.

Figure 4.6: Subjects in Social Media Networking

Students use social media to convey messages to their audience touching on different issues. However, social issues appear to be the greatest subject of discussion between students and their audience. When asked to state the kinds of issues they discuss with their audience via social media, 72.1% of the students reported that they discussed social issues. Academic issues as a subject of discussion through social media, was identified by 15% of the students as the issue they discussed with their audience via social media. About 5.7% of the students reported that they discussed issues of their career through social media, with another 7.1% of the students not being specific about the issues they discussed through social media network as shown in figure 4.6 above.
The findings of this study are in many respects similar to those Lenhart et al., (2007), whose study on the use of social media networking among adolescents found that adolescents used social media largely for entertainment- chatting, downloading music/videos and posting photos. However, the findings of this study differ with those of Kabilan et al., (2010) Liccardi et al., (2007), Bukvova et al., (2010) and Luzon (2009), which found academics as being the main issue students engaged their audience through social media networking. Kabilan et al., (2010) for instance found students to have increased interactions with other students and their teachers and academic issues. Liccardi et al., (2007) found that students contacted their colleagues about school projects and assignments through social media. Students also used social media to discuss group assignments from the comfort of their homes (Bukvova et al., 2010). Also found that high achievers tutored low achievers through social media thus raising the self esteem and positive attitude of the latter toward education generally and academics in particular. Unlike the adolescent in this study whose friends were largely out of school, students covered in the studies by Kabilan et al., (2010) Liccardi et al., (2007), Bukvova et al., (2010) had fellow students as their friends. This partly explains why the discussions between students and their friends in Kabilan’s et al., (2010) Liccardi’s et al., (2007), Bukvova’s et al., (2010) studies centred more on academics and not on social issues as the case was with this study.

Most of the students used social media to discuss social issues with their audience. It is not surprising therefore those students considered social issues as their main thematic issue given that a huge proportion of the students had their friends as target audience. Ordinarily communications to friends are likely to be about everyday issues such as relationships or normal entertainment talks. It is, however, encouraging to note that some students used social media to
advance their academic and career. Through interviews with some students, the study established that some students communicated with their classmates and students from other schools.

“...I use whatsapp to discuss with my friends from other schools things that we are taught in class and they also share with me what they have been taught in various subjects” said one of the students.

Although these students admitted that most of their communications were trained on social issues, they noted that they occasionally discussed academic issues especially when examinations are approaching.

“...we have whatsapp group that we use to discuss questions from past papers with my friends from other schools especially when exams are near” remarked one of the students.

Students acknowledged that academic discussions helped them a lot in their examinations since they learnt different ways of approaching examinations questions and subject areas that ordinarily they considered difficult to comprehend.

From the foregoing, it is clear that social media has the potential of enhancing students’ academic performance if appropriate issues and audience are identified. For instance, students could be helped to establish a social media group such as Whatsapp Group with teachers and students as members of the group. Students can use social media group to seek clarifications on academic issues that are not clear to them. Teachers can equally raise problematic issues through social media so as to stimulate discussions among students. In this way, social media can be an effective way of cultivating critical thinking in students as well as improving interaction among students on one hand and students and teachers on the other hand.
4.5 Amount of Time Spent by Students on Social Media

The second objective of this study was to find out the amount time spent on social media and its implications on the academic performance of adolescent students in public day secondary schools in Nakuru East Sub-County. Issues investigated under this objective were the time students preferred to use social media and the amount of time student spent on social media each day. The following is therefore the findings of the study on the amount time spent on social media and its implications on the academic performance of adolescent students in public day secondary schools in Nakuru East Sub-County.

4.5.1 Time of Usage of Social Media by Students.

Time is a high premium resource for all learners as they engage in various activities to meet their academic goals. Therefore, there was need to establish from the students the time they use on social media given that they spend most of their times in schools. When asked to state when exactly they used social media the students had various responses. The results are shown in the pie-chart below.

![Pie chart showing time of usage of social media by students]

Figure 4.7: Time of Use of Social Media by Students
As can be seen from the chart, 47% of the students reported that they used it anytime. Some or 42% of the students indicated that they used the social media in the evening. About 11% of the students reported that they used social media in the afternoon. Figure 4.7 above is a summary of the results on the time students use social media networking. The fact that nearly a third of the students confirmed that they used social media in schools (figure 4.8), it was important to know the time they used social media while in schools. Majority or 40% of the students used social media during games time while in school. The use of social media by students while in school was also common during breaks and free lessons, which accounted for 16% and 35% respectively. Interestingly, some students used social media during lessons as is shown in figure 4.13 above. Students who said that they used social media during lessons represented 3% of the students covered in this study.

While it was shocking that some students even had the audacity to access social media during lessons; similar behavior was also reported by Ahmed & Qazi (2011) in their study. The authors found that some adolescent students frequently visited their social media accounts even when classes were ongoing. It is indeed possible for students to use social media during games if they are not directly engaged in any particular sporting activity that demands their attention and concentration. The use of social media during class time affects their attention and concentration while learning is going on and it affects their understanding and eventually academic performance.

The findings of this study on the time students used social media are in consonant with those of Lewis (2008) and Abramson (2011), which found students to use social media on a regular basis. For example, Abramson (2011) in a study of social media use among adolescents found that
some adolescents were not only regular users of social media, but also appeared to be addicted to social media, and as such visited their social media accounts nearly every hour. Similarly, a study by Liccardi, et al., (2007) found that adolescents were spending more time on the social media networking sites than any other leisure time. Further, a study by Lewis (2008) revealed that adolescents considered visiting their social media accounts as part of their daily preoccupation.

Most of the students appeared to use social media anytime that they found themselves free. However, some of the students preferred using social media in the evening. It was only a small proportion of the students that dedicated their afternoons for use of social media. The diary of a student especially on weekdays when schools are on sessions is that they are meant to have lessons between 8am and 4pm. This therefore makes their afternoons more occupied with class work thus leaving very negligible time for activities such as social media engagements. This may explain why very few students used social media in the afternoons. Students normally have breaks in the evenings after school, and appear to use some of the time to engage their various audience through social media. This partly accounts for the high number of students who used social media in the evening. It is, however, important to point out that students often use social media anytime they deemed appropriate. These findings suggest that students used social media anytime they found themselves free. Using any free time they got to access social media, the students were able to build on their pool of friends who they could interact, identify with and build their social relations.

The fact that students who are using social media while studying have to divide their attention between studies and social media use, would undoubtedly negatively affect their concentration.
on studies. Attention is the key to understanding as it serves a gateway to information (Goldstein, 2011). However, attention has limited capacity and therefore if students fail to pay full capacity to their studies they may not comprehend what they are being taught or remember what they were taught. Divided attention has been found to create different memories from same situation and selects certain parts of information from the environment while ignoring what happens to the other information.

The social pressure to impress their audience and the need to keep pace with their audience during the chat compels them to pay more attention to the social media and not their academic work. They may even have lesser time for their academic work when they are chatting with several friends at the same time. The urge to respond to messages from multiple social media audience may see them glued to the social media chatting leading to total abandonment of their private studies.

It is important to observe here that at their age, most students lack courage due to peer influence to disengage from the chat especially when their friends are still online. Lack of courage and the desire to conform may force some students to stay online till very late in the night. These students may have very little time to sleep and refresh before daybreak, a situation that may see them go to school still sleepy and fatigued. Inadequate sleep because of late night engagements on social media may lower students’ level of concentration during normal class lessons since a fatigued student will find it extremely difficult to grasp complex concepts. Failure to concentrate during class lessons for a relatively longer period of time will have the cumulative effect on the students’ competence and mastery of the subjects in questions. This study holds that some subjects such as sciences are complex enough and as such demands total attention from students.
Although this study and other studies found that prolonged hours of social media use especially very late into the night negatively affects students’ attention span and concentration, some students through interviews claimed that social media use was actually improving their attention span instead of reducing it.

A student remarked that

“I easily get bored when doing private studies when offline. But I read for much longer hours when on social media than when the only thing am doing is reading”.

To this student, chatting offers him the much needed company to stay awake or active for a longer a period of time. In fact one student pointed out that

“on average I take just 2 hours when reading without chatting, but 3.5 hours when reading and chatting at the same time.”

While it possible for students to read for longer hours while reading and being active on social media at the same time, these students may not comprehend and grasp issues in the same way their counterparts who are only reading would. This study maintains that social media will still have a negative bearing on students’ comprehension of issues being read. This study also notes that at their current stage of psychosocial development, students may not have the mental agility to think and grasp several and different issues simultaneously in an effective and efficient manner. Their academics thus suffer greatly as it appears to be not as rewarding as communicating with friends and checking on the trending issues on social media.

4.5.2 Psychosocial Implication of time Spent on Social Media by Students

This study also inquired about how much time students spent each time visited their preferred social media. The results are shown in figure 4.9 below
Majority or 59% of the students pointed that they spent less than two hours each time they visited their preferred social media site. Some students spent over five hours each time they visited their social media sites. Students who subscribed to this view represented about 25% of the students. The remaining or 16% of the students spent 2-5 hours each time they visited their preferred social media sites. Figure 4.9 below shows the average amount of time students spent each time they visited their preferred social media sites.

The findings of this study are similar to that of Simon (2014), which equally found adolescents to spend an average of 7 hours per day on social media. Although the findings of a survey by Simon (2014) suggest that adolescents from other parts of the world appear to spend slightly more time on social media than their counterparts covered in this study, the slight difference may have been brought about by the level of technological development and the focus of the two studies. Although Nakuru town has free Wi-fi, it is only available in selected sites within the central business district. The restrictions placed on school going adolescent students who participated in this study meant that they had very little time to engage on social media compared to their out of school counterparts who are not under any formal restrictions.
It is discernible from the results in figure 4.9 above that most of the adolescent students spent less than two hours a day on their social media sites. As noted earlier, when schools are opened students have a very heavy work schedule both while in school and also out of school. In schools, students have to attend to both class work and co-curricular activities, which significantly reduces the amount of time available for them to indulge on social media while in school.

While at home some students are also required to attend to their homework in addition to helping their parents and other siblings on domestic tasks. This means that most of the students may have very little time both in school and at home to attend to social media. Therefore, the inability of most of the students to spend more time on social media could largely due to time constraints. It is, however, interesting to note that some students spent as many as five hours on social media in a day. While it was not immediately clear to this study where the students got all this time to spend on social media, further discussions with a few students revealed that some of the students used social media and other activities concurrently. For instance, some students confided to this study that they visited their social media while at the same time doing private studies at home or attending to other domestic chores.

‘‘while at home, I often chat with my friends through social media, while at the same time reading or preparing meals, since no one bothers to control me on my social media usage habit’’, remarked a student.

Although students generally tended to downplay the extent of the time spent on social media, the discussions held with teachers and some students revealed that most of the students who were using social media were actually addicted to social media.
One student remarked‘

‘Chatting with my friends through whatsapp is interesting, entertaining and educative’’. Yet another student observed ‘‘I cannot go for a day without checking my friends on social media. I always want to get updates, latest trends and chat with them’’.

Some students also confided to this study that they tried as much as they could to visit their social media accounts even if it is through illegal means. A student said

‘‘at times am forced to sneak from school during games to visit cyber café to visit my preferred social media site’’ Another student said ‘‘I sneak my phone to school and use it to visit Facebook whenever am free’’, noted another student’.

Yet another student said,

‘‘I often visit cyber café after school because I cannot do without knowing how my friends are doing. The only way to know how my friends are doing is to chat with them through Facebook’’.

Although the concerned students were uncomfortable disclosing what they meant by ‘illegal means’, discussions with teachers revealed that some students even sneak out of school to go to the cyber cafes, where they access their social media accounts. One teacher remarked that some students absent themselves from school but was seen at a cyber café for five weeks. Each morning he left home for school but never until the school inquired and student reveled had been visiting cyber café.

Other students even leave home for school in the morning but instead go to the cyber cafes where they spend a considerable amount of time on social media sites. A teacher said

‘‘ imagine one of my student missed school for five weeks’’ but when we called the parent to know what was happening the parent was surprised as he knew the student was always at school’’.

In other instances, some students instead of heading straight home after school in the evening, they select to pass by cyber cafes to access their social media sites before proceeding home.
One teacher said that “some students fail to come to school, visits cyber and goes home disguising as coming from school”.

According to accounts of some teachers, some students even carry civilian clothes, which they use to conceal their identity while in the cyber cafés. A class teacher said “I caught one of my student wearing home clothes on top of school uniform”. Students resorted to concealing their identity after county education office instructed cyber cafes never to allow any student access their business premises for purposes of accessing internet services. The school administration reported that no students should be allowed in cyber cafes in school uniforms.

Addiction of any form has the potential of creating psychological disturbance on the individual as one student remarked “I can’t fail to check my whatsapp and facebook to see what is trending” Therefore students who were addicted to social media may have the potential of developing stress and anxiety. A student experiencing such psychological problems may find it hard to concentrate on his/her studies, develop strong interpersonal relationship with colleagues and teachers this is because they may not finish their homework and their academics may be affected negatively. Students without strong interpersonal skills may not have the self-drive to initiate or join academic group discussions neither will they find it easy to consult their subject teachers on issues that are not clear to them. Group discussions afford weak students the opportunity to learn from bright students thereby improving their understanding of issues in particular subjects.

It is important to observe here that most students hold their group discussions after the normal lessons. Teachers too, may only find ample time for consultations after normal class lessons,
usually in the evening. Given the option of going for group discussions and cyber cafes to access social media sites, students who frequent social media may opt for the latter a situation that denies them the opportunity to learn through discussions and personalized attention from their teachers. Such students may not do well in their academics in the absence of full concentration in class, group discussions and consultations.

4.5 Regulations on Social Media Use

The forth objective of this study was to establish the kinds of measures employed by schools to regulate the use of social media by adolescent students in public day secondary schools in Nakuru East Sub-County. The study achieved this seeking from the students how important they considered it was to regulate the use of social media in schools, frequency with which they searched of gadgets such as mobile phones that they could use to access social media while in school, at what point in school where such searches were done, whether they used social media while in school and the time they used social media while in school. The following is therefore the findings of the study on the kinds of measures employed by schools to regulate the use of social media by adolescent students in public day secondary schools in Nakuru East Sub-County.

4.5.1 Importance of Regulations of Social Media use by Schools

Schools have been directed by the ministry to employ all lawful measures to regulate the se of gadgets such as phones that students use to access social media networks. It remained unclear what students thought of these measures. It is for this reason that this study sought to establish from the students how important they considered these regulations to be. When asked to state the importance of these regulations, the students gave various responses. The results are shown in figure 4.9 below.
As can be seen from the bar graph, 50.7% of the students described the need to regulate social media use in schools as being very important. The regulations of social media use in schools were important according to 26.4% of the students covered in this study. However, these regulations were least important and not important to 10% and 12.9% of the students as shown in figure 4.10 above.

Most of the students confided that it was important for the schools to regulate the use of social media in school. Results in figure 4.10 above show that over 85% of the students noted that it was important at different levels to have regulations on social media use in schools. It was only less that 15% of the students who felt that it was not important to have social media regulations in schools. This is in line with study conducted by (Willard, 2004) on educating students on how to use social media to enhance learning and (Lenhart, 2009) on the need to incorporate parents on regulations of social media use by students. It is possible that students who said that it was important to regulate the use of social media in schools were perhaps those who were aware of
the adverse effects of unrestricted use of social media in schools. Some students are disciplined enough and may not even contemplate using social media while in schools. Such students may not find it important for schools to regulate the use of social media in schools. However, some students who frequent social media and may even find themselves tempted to use social media while in schools. Such students may feel uncomfortable with any measures taken by schools against the use of social media in schools. They may thus consider such measures as unimportant since it restricts them from accessing and using social media while in schools. Therefore students who considered regulations of social media use in schools are probably those who either never used or rarely used social media or those who are addicted to social media.

The fact that the majority of students were receptive to regulations on the use of social is not only good to the school management but also the students. Schools where majority of the students are receptive to the regulations are likely to fair well in the regulations due to minimal resistance from the students. Students who are positive to the regulations are also likely to accept the advice on how to use social media in a responsible way. Responsible use of social media may include the use of media for academic discussions, research and consultations.

The use of social media for academic purposes has the potential of enabling students develop critical thinking, academic tolerance among other positive habits. On the other hand students who perceive regulations of social media negatively are likely to resist the implementations of these regulations in schools and subsequent disobedience to the authority. Students who disobey the authority may miss lessons due to suspensions and doing manual work as punishments. Teachers may also not have the motivation to help students who are disloyal to them and the authority. Other students may also dissociate themselves from students who often antagonize the
school management for fear of being branded as disloyal. Students with numerous disciplinary records have diminished chances of succeeding in the academic work. Therefore, perceiving regulations on social media use in school as being unimportant can undermine the performance of students in their academics. According to the rational choice theory, holds individuals are rational beings whose decisions are based on careful analysis of various options before settling on one that gives maximum gain and minimal losses therefore students are able to weigh the benefits and severity of using social media on their academics.

4.5.2 Frequency of Search for Mobile Phones

A common practice in the ways schools regulate students’ access to social media while in schools in through barring students from coming with phones in schools. This was achieved through searching and confiscation of mobile phones from students. The study sought to find out how often this was done in schools. The results are shown below

![Chart showing frequency of phone searches](image)

- Never: 15.70%
- Randomly: 62.10%
- Once a week: 6.40%
- Once After 2 days: 2.90%
- Daily: 12.90%

Figure 4.11: Frequency of Search for Mobile Phones
As figure 4.11 above shows most of the phone searches were done randomly. This is according to 62.1% of the students who were covered in survey. Daily phone searches were carried out by schools according to 12.9% of the searches. Some schools carried out these searches once after two weeks and once a week according to 2.9% and 6.4% of the students. Despite the importance of regulations limiting students’ access to social media sites in schools, 15.7% of the students reported that they were never searched of phones in their schools.

Some schools searched students of mobile phones on a daily basis ideally, the search should occur randomly. However, the logistics involved may be too tedious for most schools to meet. For instance, some of the schools that participated in this study had as many as 1000 students. Most of the schools noted that mobilizing enough manpower to mount searches on students’ everyday was not easy. However, some schools had about 300 students, which made it possible and easier for them to conduct searches of mobile phones on students. Therefore, students who reported that they were searched of mobile phones everyday were from schools with relatively fewer students. It is important to note here that teachers and non-teaching staff in the schools that participated in this study lived outside the schools. This made cumbersome for schools to assemble their staff every day to carry out the phone search on students. This may have led most of the schools to conduct these searches randomly.

The searches resulted on an average of 3-4 students being found with mobile phones according to the management of some schools. It is clear here that even though students were aware of the prohibition on mobile phones, some of them defied the rule and thus carried the phones to school. Students who defy lawful order risk disciplinary actions some of which may force them to be away from school for several days. As noted earlier teachers may find it difficult to offer
academic support to students who openly and willingly defy the school authority. Students who fail to receive requisite academic support from their teachers have very limited chance of excelling in their academics. In developed countries like USA, basic education students were banned from accessing social networking sites while in schools and libraries (Boyd & Ellison 2007).

4.5.4 The Point of Search for Mobile Phones

This study having confirmed that most schools conducted phone searches on the students albeit with varying degree of regularity, proceeded to establish at what point in schools were students searched of mobile phones. The results are shown in figure 4.12 below.

Figure 4.12: The Point of Search for Mobile Phones
It is clear from figure 4.12 that majority or 65.7% of the students were searched of mobile phones in the classrooms. Students were searched of phones at the school gate according to 25.7% of the students. The results also show that phone searches were done at the school assembly and other places within the school. This is according to 2.1% and 6.4% of the students respectively.

Most of the searches on students for mobile phones were in the classrooms as figure 4.12 above shows. It can indeed be very laborious to conduct searches of students with mobile phones at the school gates because of the huge number of students streaming in almost at the same time in the morning. It may require the school to deploy several members of staff at the gate while students are getting into the compound for a successful search to be realized. This may, however, not be possible all the time given that staffs live outside the school. It may also require staff to abandon other duties in order to be stationed at the school gates to carry out the searches. The difficulty with conducting the search at a central location such as the gate may have compelled some schools to decentralize the search for students of mobile phones, with a classroom being the point of search. Mobile phone searches at the classrooms may be more thorough because of the fewer number of students assigned to a particular staff to focus on. This takes a lot of time and students still play truant and hide phones elsewhere in the school compound.

It is, however, important to observe here that even though classroom based searches could be efficient given the few number of students, students would have already found their way into the school with phones. Further, students can easily hide their mobile phones away from classrooms to avoid being caught. Most schools do not hold assemblies everyday but instead have them on
Mondays and Fridays. Students who are intent at avoiding this dragnet may select to leave their mobile phones at home on the days their schools hold the assemblies.

Despite the logistical difficulties associated with searching students of mobile phones at the school gate, this strategy is by far the most effective. Even though conducting the searches in the classrooms may be convenient because of the few number of students being searched per class this strategy may not be effective as noted earlier since some students may decide to hide their phones somewhere within the school compound. Strategies that offer students the slightest opportunity of smuggling mobile phones into the school has the potential of promoting the unauthorized use of social media in school. Due to the tedious nature of daily searches there is need to psycho educate students on the responsible use of social media as one gradually reduces the searches.

4.6 The Usage of Social Media in Schools

Although many schools carried out searches on students to ensure that they do not have phones in schools, some students still managed to use social media while in schools.
When asked to state whether they had used social media while in schools, 10% and 12.9% of the students strongly agreed and agreed respectively that indeed they had used social media while in school. Further, 9.3% of the students somehow agreed that they had used social media while in schools. However, 36.4% and 31.4% of the students disagreed and strongly disagreed that they had used social media while in school. The result of the study on social media use in school is presented in figure 4.13 above.

Some of the schools surveyed in this study had Wi-Fi internet service. However, the management of the schools reported that students were allowed to accessed internet through school computers under the supervision of their staff.

“I have assigned certain teachers who accompany students in the computer laboratory’’

The schools’ management further observed that students could only access internet in the schools while conducting internet research. This study was also informed by the schools’ management
that before being allowed to access internet, a student must show to the subject teacher the issues he/she wishes to research on.

“Teachers must approve and monitor the topic being researched”

Also the management of school said

“we only allow students to use internet for academic work’’

The concerned teacher is not only required to approve the intended internet research but must also accompany and supervise the student(s) during the internet research ‘as remarked by the school administration “No student is allowed in the computer lab without a teacher’’.

Other measures that the schools employed to limit students’ access to the internet services in schools, included frequent change of password for their computers and Wi-Fi. One of the teachers informed this study that “I change passwords every day ’’ to enable me monitor their access to internet.

Schools also authorized students’ access to their computer laboratories after class only, and in which case only 7-10 were permitted to access computer lab at any one time. A teacher said ‘I only allow seven student for one hour’’ also added that ‘ I open the lab at 4pm unless there is a computer lesson.’’ In other parts of the world, social media used has been banned on school grounds by a legislation passed in congress (Boyd & Ellison 2007). Students were also permitted to spend a maximum of one hour in the internet for only two times a week. Despite the considerable progress most schools made in regulating the use of social media by students in schools, it is clear from the above results that students were still accessing social media. There can only be two possible explanations to this, either the searches for mobile phones were not thorough enough or some individuals mandated to do the searches and bar students from
accessing social media sites were working in collusion with some students. For example, teachers complained that it was logistically difficult for them to conduct phone searches on over 1000 students. One teacher said “it is too tiresome to check 1000 students” and another one said “I don’t do thorough search because of tiredness”.

Schools with such huge populations resorted to random or occasional searches, which it appears some students exploited to smuggle mobile phones into the schools.

4.6.1 Time of Usage of Social Media in School

![Graph showing the time of usage of social media in school]

Figure 4.13: Time of Usage of Social Media in School

The fact that nearly a third of the students confirmed that they used social media in schools (figure 4.13), it was important to know the time they used social media while in schools. Majority or 40% of the students used social media during games time while in school. The use of social media by students while in school was also common during breaks and free lessons, which accounted for 16% and 35% respectively. Interestingly, some students used social media during
lessons as is shown in figure 4.13 above. Students who said that they used social media during lessons represented 3% of the students covered in this study.

While it was shocking that some students even had the audacity to access social media during lessons; similar behaviour was also reported by Ahmed & Qazi (2011) in their study. The authors found that some adolescent students frequently visited their social media accounts even when classes were ongoing. It is indeed possible for students to use social media during games if they are not directly engaged in any particular sporting activity that demands their attention and concentration.

Engaging in social media while lessons are going on diverts students’ attention away from what is being taught. Some subjects are very technical and as such demand of students’ full attention in order for them to get the concepts and contexts right. Attentive students are also better placed to seek clarifications on issues that are not clear to them even as the lesson progresses. The use of social media while lessons are ongoing is therefore detrimental to students’ academic progress since it interferes with their attention in class.

This study did not understand how a student could engage on social media when lessons were ongoing undetected by the concerned subject teacher(s). Secondary schools have an average of between 35-45 students per class, which is easily manageable by a responsible teacher. Failure to detect distractive behaviours such as the use of social media while lessons are going by the concerned teacher put into question classroom management ability of the teachers in question. Students can contemplate engaging in diversionary behaviors such as visiting social media site
when they are being taught, hence teachers need to be more conscious and alert in identifying
distractive behavior and provide much needed education on responsible use of social media.

Students who choose free lessons to engage in social media may not reap the full benefits of free
lessons. Students are generally required to use free lessons to undertake private studies, do the
assignments or consult their subject teachers on issues that are still not clear to them. Students,
who write the assignments as required, consult subject teachers and do private studies stand a
better chance of excelling in their academics unlike their counterparts who are preoccupied with
social media.

4.7 Summary of the Findings
In general the study found out that 88% or the majority of adolescents engaged in social media
networking with friends on social issues and only 1% communicated with teachers, while the rest
communicated with relatives and others who were not friends. In relation to the time spent, this
study found that most students used between 2-5 hours a day communicating in social media and
50% strongly agreed that regulations were very important. It is therefore apparent that
adolescents’ engagement with social media was mainly for personal and social identification.
The fact that majority of adolescent consider regulation as important towards their social media
use implies that it does affect their academic performance.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on the implications of psycho-social media networking on adolescents’ academic performance in public day secondary schools in Nakuru East constituency of Nakuru County, Kenya. This study was guided by the following four objectives namely:

a) To examine the types of social media networking used by adolescents in public day secondary schools in Nakuru East Constituency.

b) To assess the implications of the amount of time spent on social media on the academic performance by adolescents in public day secondary schools in Nakuru East Constituency.

c) To explore the psychosocial effects of the time spent on social media on academic performance.

d) To find out the mechanisms used by schools to regulate the use of social media networking on the academic performance of adolescents in public day secondary schools in Nakuru East Constituency.

The first part of this section has the results of the study, which are presented according to the study objectives.

Data was organized and analyzed using descriptive statistics and then presented in tables, charts and figures. The following is therefore the summary of findings, conclusions and recommendations of the study.
5.2 Summary of Findings

The following is a summary of the study findings, which have been presented according to the objectives of the study.

5.2.1 Types of Social Media Networks Used by Students

This study found that about 92.9% of the students used social media networking compared to only 7.1% who reported that they had not used social media networking. Whatsapp was the most preferred social media site used by students. It was followed by Facebook, Youtube and Viber in that order. Although Whatsapp was the most preferred social media site, majority or 71% of the students used more than one social media site, with some students using as many as three social media sites.

Social, academic, career and general issues were the issues students engaged in their social media audience on. However, majority or 72.1% of the students who participated in this study discussed social issues with their social media audience. Academic issues accounted for just 15% of the issues discussed by students and their audiences via social media networking. About 5.7% and 7.1% of the students used social media networking to discuss issues relating to their career, and general issues respectively such as sharing of information, views and opinions which can be helpful for group projects and even for class related subjects which could enhance their academic performance. However, majority are affected adversely by social media that led to poor performance.
5.2.2 The psychosocial implications of Time Spent on Social media Networks

Students engaged in social media networking anytime, in the evening and daytime. About 47%, 42% and 11% of the students reported that they used social media anytime, in the evening and daytime respectively.

Majority or 59% of the students pointed out that they spent less than two hours each time they visited their preferred social media site. Some students (25%) spent over five hours each time they visited their social media sites. The remaining or 16% of the students spent 2-5 hours each time they visited their preferred social media sites. This has the implication that the valuable time that could be used for school work could be lost in social talks. This has a lot of implications on their behavior as they may ape those of their friend as discussed on social media which may not be reality offline.

5.2.3 The psychosocial implications of Social Media and performance

Majority or 88.6% of the students used social media networking sites to communicate with their friends. However, 6.4% and 1.4% of the students used social media networking sites to communicate with their relatives respectively. It is also interesting to note that some students (less than 1%) used social media to communicate with their teachers. Some or 2.9% of the students used social media to communicate with other people (other than friends, relatives and teachers. Such engagement raises self-esteem of those who exchanged study materials with teachers and improved substantially.

5.2.4 Regulations Employed By Schools on Social Media Use

Most of the students felt that it was important for schools to have mechanisms of regulating social media use in schools. Specifically, 50.7%, 26.4% and 10% of the students felt that it was
very important, important, somehow important and least important for schools to regulate the use of social media in schools. However, 12.9% of the students felt that it was not important for schools to regulate social media use in schools.

Schools conducted phone searches on students as one way of limiting students’ access to social media while in schools. These searches were done randomly, daily, once after two weeks and once a week according to 62.1%, 12.9%, 2.9% and 6.4% respectively of the students in this study. Daily phone searches were carried out by schools according to 12.9% of the searches. However, 15.7% of the students were never searched of phones in their schools. Phone searches on students were done at the gate, classrooms, school assembly and other places according to 65.7%, 25.7%, 2.1%, and 6.4% of the respondents in this study.

Despite the restrictions on social media use in schools, 10%, 12.9% and 9.3% of the students strongly agreed, agreed and somehow agreed respectively when asked whether they had used social media while in school. However, 36.4% and 31.4% of the students disagreed and strongly disagreed that they had used social media while in school. The use of social media by students while in school was common during breaks and free lessons, which accounted for 16% and 35% respectively. Regrettably, some students (3%) even used social media during lessons. This means that students did not pay attention to their teachers while the lessons were going on due to their divided attention. Such a scenario could affect their academic performance. There is need to educate adolescents on the benefits and pitfalls of social media to make them responsible in using social media as suggested by Willard, 2004 on need to incorporate parents on the children’s use of social media.
5.3 Conclusions

The study found out that students frequented their social media networking and more so for long period of time. Most students did their homework as well as engaged in chatting with their friends on popular topics. This indicates that their academic performance was adversely affected. This is because there is need to concentrate fully in order to get the concepts right especially in technical and science subjects. Spending excessive time on social media leads to lack of healthy engagement in major areas of life, more so in academic performance. However, some students were found to use social media for research, contacting teachers on school work and also friends on their academic coverage of the day. This implies that social media is a powerful technological tool that can positively or negatively affect adolescents academic performance. The study established that social media is able to build a student’s self-esteem that made them use social media for academic purposes. At the same time social media use made adolescents spend more time on social issues that were detrimental to their academics.

5.3.1 Theoretical Implications

This study was guided by theory of Planned Behaviour and Rational Choice Theory. This study found that most students used social media to engage their friends. It was not immediately clear why most of the students chose to engage with their friends more than other people, due to more tolerance and reception. This finding supports the argument of the theory of planned behaviour, which states that students’ intention to engage in particular behaviour is informed by the degree to which individuals such as friends condone the act. The theory also argues that the perceived relevance of friends affect the extent to which their approval will shape direction of individual behaviour. This study found that most students used social media to discuss social rather than academic issues. This tendency was perhaps dictated by their friends’ preference for social issues
and not academic issues. Therefore the desire to conform to friends’ needs pressured students to engage their friends on social rather than academic issues. Therefore, it shows that most students did not reason the impact of social media on their academic performance but valued their friendship on the social media that has negative bearing on their studies however good planning enables students to stay focused on their academic work as well as engage on social media.

The findings of this study concurs with the observation by Rational Choice theory, which holds that people freely choose their social network sites and are motivated by the avoidance of pain and the pursuit of pleasure.

Although most of the students used social media, majority had designated when and where they engaged in social media networking. To this extent, social media was used in the evening and weekends, thus avoiding using social media while in school. Students chose to use social media when they are free and also in places that are permissible. This is probably informed by the desire to avoid being punished by school management. Rational Choice theory posits that users (students) weigh the potential benefits and consequences associated with social media networking and then make a rational choice on the basis of this evaluation. It is clear that before using social media, students weighed the chances of benefiting from the social media site and the severity of the cost to be incurred. This means students felt the costs (punishment) of using social media in school was not too high or too risky, or the benefit too small of using social media, they chose to use the social media while in school.
5.3.2 Practical Implications

Social media use negatively affected students’ academic performance. It was difficult for students to differentiate between conventional and colloquial language. They used words such as ‘kid’ instead of a ‘child’, and ‘chic’ instead of a girl in their comprehension and other forms of academic writings. Most of the communication in social media involved texting in short forms, implying that less time in mastering, writing and expressing in English and Kiswahili was undermined leading to poor academic performance.

Moreover in the area of attention span and homework completion was affected negatively as students engaged in more than one social media network site concurrently meant that students spent more time on social media in order for them to reach out to a large pool of social media friends. Spending more time on social media especially in the evening denied students the much needed time to do their homework as well as undertake private studies. It also meant that students stayed awake for long hours denied them time to sleep and refresh before daybreak. Inadequate sleep lowers level of concentration during normal class lessons due to fatigue. Failure to concentrate during class lessons for a relatively longer period of time will have the cumulative effect on the students’ competence and mastery of the subjects in questions leading to poor academic performance.

Students’ obsession with discussion of social issues on social media was undermining their academic performance in the area of critical thinking. This study established that social media was largely used to discuss social and popular issues that didn’t challenge deep thoughts, reflections and analysis of phenomena. This could potentially inculcate lazy and superficial thinking in the minds of students who used social media regularly instead of discussing and collaborating in school work and projects.
5.4 Recommendations

This study makes a number of general and policy recommendations that need to be put in place to minimize adverse effects of social media use not only on adolescents’ academics but also their psycho-social development. The study has also made recommendations on areas that require more research.

5.4.1 General Recommendations

- The study concentrated mostly on the adolescents in public day secondary school. It would be crucial to explore the implications in private day schools.

- The schools administration and parents should team together to educate adolescents on the risks and benefits of social media networking by highlighting on the problematic behaviors and how these sites can improve their lives socially and academically.

- The schools should come up with measures that curb the use of mobile phones while the teacher is teaching. As well as impose appropriate consequences on student to enable them manage social media use.

- This study recommends that parents should set boundaries for their children when appropriate to use social media and to talk to their children about social media safety and be actively involved in their children online activities because most of them accessed the sites at home.

- This study recommends that school management to internally organize talks with their teaching staff especially in the area of classroom management and the need for all teachers to join hand in limiting access to social media by students while in school.

- This study recommends that school management explore ways on how social media groups can be established with clear rules of engagements including hours when the
groups go online and issues that are permissible for discussions. This can enhance students’ academic performance if appropriate issues and audience are identified.

5.4.2 Recommendation for Policymakers

- This study recommends that the Government, Educationists and stakeholders should enforce policies aimed at regulating illegal access and use of social media by adolescent students while in school.
- This study recommends for the development of policies to regulate the operations of commercial internet service providers such as cyber cafes to ensure that they do not admit minors into their premises.

5.4.3 Areas for Further Research

- There is need to examine the best practices for mechanisms that can be employed by households to regulate the use of social media by adolescents at home.
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## APPENDIX A1: THE STUDY’S TIME PLAN

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<tr>
<th>TIME FRAME</th>
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<td>May 2015</td>
<td>Formulation of Research Topic</td>
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<tr>
<td>July 2015</td>
<td>Preparation of research instruments</td>
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<tr>
<td>August 2015</td>
<td>Preparation of Pilot Study</td>
</tr>
<tr>
<td>September- December 2015</td>
<td>Proposal Writing in consultation with supervisor and amending suggested areas</td>
</tr>
<tr>
<td>January 2016</td>
<td>Submission and Defense of Proposal</td>
</tr>
<tr>
<td>September- December 2016</td>
<td>Data Collection</td>
</tr>
<tr>
<td>January – April 2017</td>
<td>Data Analysis and Project Writing</td>
</tr>
<tr>
<td>May-November 2017</td>
<td>Submission of the project in the school</td>
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APPENDIX A2: THE STUDY BUDGET

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<tr>
<td>Writing pens, pencils &amp; Erasers</td>
<td>8000</td>
</tr>
<tr>
<td>Typing &amp; printing of report</td>
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<tr>
<td>Typing &amp; printing of questionnaires</td>
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<tr>
<td>Travelling for search of literature</td>
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<tr>
<td>Meals &amp; Drinks (Researcher &amp; Assistants)</td>
<td>40000</td>
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**TOTAL COST**  
308000

Source - Self.
APPENDIX 1

QUESTIONAIRES FOR STUDENTS

THE IMPLICATIONS OF PSYCHO-SOCIAL SOCIAL MEDIA NETWORKING ON PUBLIC DAY SECONDARY STUDENTS’ PERFORMANCE IN NAKURU EAST CONSTITUENCY.

This questionnaire is intended to collect data on the effect of psycho-social social media networking use on public secondary students’ performance in Nakuru East Constituency, Kenya. All responses will be treated with utmost confidentiality and used only for study purposes. Any additional information may be recorded in a separate paper, if the spaces provided are not adequate. Respondents should note that there is no right or wrong answer.

PART A: Profile of the Respondents

1. State your age

   □ 14 Yrs  □ 17 Yrs
   □ 15 Yrs  □ 18 Yrs
   □ 16 Yrs

2. State your gender

   □ Male
   □ Female
3. State your current class/form

☐ Form One

☐ Form Two

☐ Form Three

☐ Form Four

PART B: TYPE OF SOCIAL MEDIA NETWORK USED

4. To what extent would you say that you have used social media in the recent past?

☐ Great extent

☐ Some extent

☐ Least extent

☐ No extent

5. Which of the following social media networks do you use most?

☐ Facebook

☐ Whatsapp

☐ YouTube

☐ Viber

☐ Others. State……………………………………………………………………………………………………………………………………..
6. How many social media network sites do you use frequently

- □ One
- □ Two
- □ Three
- □ More than three

7. Which of the following electronic gadgets do you use to access your favorite social media site?

- □ Mobile phone
- □ Desk top computer
- □ Laptop computer
- □ Others. State………………………………………………………………………………

8. Who owns the above electronic gadget that you use to access your favorite social media network site?

- □ Self
- □ Parent
- □ Sibling(s)
- □ Other relatives
- □ Friend
- □ Others. State………………………………………………………………………………
9. Which of the following best describes the ease with which you can access the above electronic gadget whenever you want to use social media?

- [ ] Very easy
- [ ] Easy
- [ ] Difficult
- [ ] Very difficult

10. Who among the following bears the cost of internet bundles/airtime that you use to interact with other people through social media?

- [ ] Self
- [ ] Parent
- [ ] Sibling(s)
- [ ] Other relatives
- [ ] Friend
- [ ] Others. State…………………………………………………………………………………
11. Which of the best describes the cost of internet bundles/airtime that you use to interact with other people through social media?

- [ ] Very cheap
- [ ] Cheap
- [ ] Affordable
- [ ] Expensive
- [ ] Very expensive

PART C: THE USE OF SOCIAL MEDIA NETWORKING

12. Whom among the following do you interact with most through social media network?

- [ ] Siblings
- [ ] Relatives
- [ ] Friends
- [ ] Teachers
- [ ] Others. State………………………………………….
13. Which of the followings issues do you discuss most through social media interactions?

- Social issues
- Academic issues
- Career guidance
- Others. State………………………………………………….

14. Which of the following best explains the level of your writing skills?

- Very high
- High
- Somehow high
- Low
- Very low

15. To what extent would you agree that social media has contributed to your current level of writing skills?

- Strongly agree
- Agree
- Somehow Agree
- Disagree
- Strongly disagree
16. How often would you say that you are given homework to do in the evening or weekends?

- Very often
- Often
- Occasionally
- Rarely
- Never

17. Out of say five occasions that you have been given homework, how many times would you say you have failed to complete your homework by the time you report back to school?

- Ones
- Twice
- Three times
- Four times
- Five times

18. To what extent would you say that the use of social media networks has contributed to your failure to complete your homework?

- Great extent
- Some Extent
- Neutral
- Least extent
- No extent
19. How important would you say it is for students to concentrate on their studies especially when out of school?

☐ Very important

☐ Important

☐ Neutral

☐ Least important

☐ Not important

20. To what extent would you agree that students visit their social media while doing personal studies?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

21. How possible would you say it is for students to do personal studies while not visiting their social media sites?

☐ Very possible

☐ Possible
PART D: TIME SPENT ON SOCIAL MEDIA

22. Which of the following periods do you use social media more?

☐ When on session
☐ During holidays
☐ Others. State…………………………………………………………

23. What time of the day do you use social media when out of school?

☐ Morning ☐ Afternoon
☐ Evening ☐ Any time

24. Briefly explain why you use social media more at the time stated in 25 above?

........................................................................................................................................
........................................................................................................................................

25. How many times in a day do you use social media while at home?

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........................................................................................................................................

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26. How much time do you spend on social media each time you visit your preferred social media site?

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27. To what extent would you say you are addicted to the use of social media?

- Great extent
- Extent
- Some Extent
- Least extent
- No extent

28. How often do you visit your social media site(s)?

- Daily
- Once a Weekly
- After every fortnight
- Once a month
- Others. State.................................................................
29. How important would you say it is for schools to have regulations on the use of social media in schools?

☐ Very important

☐ Important

☐ Least important

☐ Not important

30. Which of the following captures the frequency with which you are searched of a mobile phone in school?

☐ Daily

☐ Once after two days

☐ Once a week

☐ Randomly

☐ Never

31. At what point in school are you searched for mobile phones?

☐ School gate

☐ School assembly

☐ Classrooms

☐ Others. State…………………………………………………………………………………
32. Who among the following searches you for a mobile phone?

- Head teacher
- Deputy head teacher
- Teacher on duty
- Class teacher
- Any teacher
- Others. State………………………………………………………………

33. To what extent would you agree that you have used social media while in school?

- Strongly agree
- Agree
- Somehow agree
- Disagree
- Strongly disagree

34. If you were to use social media while in school, what time of day would you it/them?

- During lessons
- During games
- During lunch/tea breaks
- During free lessons
- Others. State………………………………………………..

Source - Self.
APPENDIX II

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATION

1. Explain the policy of the school on social media use

2. What measures have you put in place to regulate students’ access to social media networking?

3. What is the prevalence of cell phone possession and use by students in your school?

4. How is your school collaborating with parents to limit the use of social media by students both in school and at home?

5. Explain some of the problems you might be experiencing in your effort to limit the use of social media by students in your school?
APPENDIX III
INTERVIEW GUIDE FOR STUDENTS

1. Briefly explain why you use more than one social media site, how much time do you spend on each social media site each time you visit your preferred site.

2. Why do you prefer your current social media site to engage with your audience?

3. Which language do you prefer to use while engaging with your social media audience?

4. Explain instances in which you use social media while undertaking your study, why do you do so?

5. To what extent would you say that you’re addicted to social media use?
APPENDIX IV

INTERVIEW GUIDE FOR TEACHER COUSELLORS AND CLASS TEACHERS

1. Are there instances students use social media networking for academic engagement.

2. In your opinion has social media affected students academic performance negatively.

3. Explain whether your school experiences occasions when some students fail to complete assignments due to social media usage.

4. To what extent would you say some student’s critical thinking has been affected by use of social media?

5. In your opinion would you most students use social media while in class?
APPENDIX V

RESEARCH AUTHORIZATION FROM KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: C50/NKU/21937/2010

DATE: 8th August, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

REF: RESEARCH AUTHORIZATION FOR ESTHER W. MUTHUI—REG. NO.
C50/NKU/21937/2010

I write to introduce Ms. Esther W. Muthui who is a Postgraduate Student of this University. She
is registered for M.A. degree programme in the Department of Psychology.

Ms. Muthui intends to conduct research for a M.A. Project Proposal entitled, “The Implications
of Psycho-Social Media Networking on Adolescents Academic Performance in Public Day Secondary
Schools in Nakuru East Constituency”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VI

RESEARCH AUTHORIZATION FROM NAKURU EAST SUB-COUNTY

THE PRESIDENCY
Ministry of Interior and Coordination of National Government

Telegram: “DISTRICTER” Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

DEPUTY COUNTY COMMISSIONER
NAKURU EAST SUB-COUNTY
P.O. BOX 81
NAKURU

Ref No  ED.12/10 V.O.5/53

30th September 2016

TO WHOM IT MAY CONCERN

RE:-  RESEARCH AUTHORIZATION
ESTHER WARUGURU MUTHUI

The above named student from Kenyatta University has been authorized to carry out research on “the implications of psycho-social media networking on adolescents academic performance in public day secondary school” in Nakuru East Sub County for a period ending 19th September 2017

Please accord her all the necessary support to facilitate the success of her research.

ANGELA MAKAU
FOR DEPUTY COUNTY COMMISSIONER
NAKURU EAST SUB-COUNTY
APPENDIX VII

RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:

MS. ESTHER WARUGU MUTHUI 
UNIVERSITY OF NAIROBI, 0-20100 
NAKURU, has been permitted to conduct research in Nakuru County on the topic: THE IMPLICATIONS OF PSYCHO-SOCIAL MEDIA NETWORKING ON ADOLESCENTS ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY for the period ending: 10th September, 2017

Permit No: NACOSTI/P/16/86696/13670
Date Of Issue: 21st September, 2016
Fee Received: USD 9.63

[Signature]
Director General
National Commission for Science, Technology & Innovation